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ABSTRACT

This guide lists a wide variety of business education resources of interest to business teachers (especially in Wisconsin). The guide is organized in 18 sections that cover the following topics: acronyms and definitions; audiovisual suppliers; bulletin boards and games; publishers for employability skills; educational institutions; facilities layout, design, and manufacturers; legal responsibilities; professional literature; professional organizations, conferences, and activities; promotion of business education programs; proposal writing; publishing companies; computer software publishing companies; standard occupational classifications; student organizations; supportive services; teacher certification; and vocational funding and legislation. The final section contains update request forms and a form for suggested revisions to the guide. (KC)

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ED293003

Business Education Resource Guide

Ronald D. Schlattman
Project Director
University of Wisconsin-Eau Claire

Linda C. Abram
Joan W. Blank
Supervisors, Business Education

John Benson
Administrator
Division for Instructional Services

Richard Dignan
Director
Bureau for Vocational Education

Eunice Bethke
Chief
Consultation Section

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

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Office of Educational Research and Improvement
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Preface

The *Business Education Resource Guide* was prepared by the Wisconsin Department of Public Instruction. The director of this project was Ronald Schlattman from the University of Wisconsin-Eau Claire.

This document is intended to serve new and returning business education teachers as well as those teachers who are not familiar with Wisconsin business education. The guide contains materials and resources that are intended to be updated periodically.

Business educators throughout Wisconsin are invited to help improve the resource guide by submitting their suggestions. The form in Section 19 is included for this purpose.

An update should automatically be sent to you. However, if you do not receive it by September 1, request forms are provided in Section 19. Be sure to complete the entire form so the resource guide will be accurate, complete, and above all, usable.

To request a copy of this guide, contact

Linda C. Abram
Joan W. Blank
Supervisors of Busines Education
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-2138 (Abram)
(608) 266-2348 (Blank)

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Carol J. Apuli
Muskego High School
Muskego

Judith S. Byfield, Consultant
Business Education Supervisor
Department of Public Instruction

Jean E. Graf
Park Falls High School
Park Falls

Jean Julius, Clerical Assistant
University of Wisconsin-Eau Claire
Eau Claire

Robert J. Kessler, Team Leader
West Allis Central High School
West Allis

Patricia Kruzan
Mellen Public Schools
Mellen

James LaBarre, Consultant
University of Wisconsin-Eau Claire
Eau Claire

Mark W. Luoma
Glidden High School
Glidden

Lorraine Missling, Consultant
University of Wisconsin-Eau Claire
Eau Claire

William Mitchell, Consultant
University of Wisconsin-Eau Claire
Eau Claire

Dorothy A. Reamer
West Allis Central High School
West Allis

Patricia Ryan, Assistant Team Leader
Waukesha South High School
Waukesha

Mary W. Schlumpf
Waukesha County Technical Institute-
Menomonee Falls Campus
Menomonee Falls

Jan Schultz
Marshfield Senior High School
Marshfield

Kathy Shields
Lincoln High School
Wisconsin Rapids

Michael J. Tokheim, Consultant
Business Education Supervisor
Department of Public Instruction

Mary M. Trautschold
Menomonee Falls North High School
Menomonee Falls

Anita Weier
Hamilton High School
Sussex

1980, 1981, and 1982 Revision Directors

Wendy Boland
Osseo-Fairchild High School
Osseo

Patricia Ryan
Waukesha South High School
Waukesha

1983, 1984, and 1985 Revision Directors

Wendy Boland
Osseo-Fairchild High School
Osseo

Jean Julius
Kimberly Senior High School
Kimberly

1986 Revision Directors

Jean Julius
Kimberly Senior High School
Kimberly

Karen Knox
Southwest Wisconsin Vocational-Technical Institute
Fennimore

Wendy Ottestad
Osseo-Fairchild High School
Osseo

1987 Revision Directors

Jean Julius
Kimberly Senior High School
Kimberly

Wendy Ottestad
Osseo-Fairchild High School
Osseo

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Acronyms and Definitions 1

Acronyms
Definitions

Acronyms

ABC	The Association for Business Communication
ACT	American College Test
ADP	Automated Data Processing
AEDS	Association for Educational Data Systems
AFT	American Federation of Teachers
AIIM	Association for Information and Image Management
AMS	Administrative Management Society
ARMA	Association of Records Managers and Administrators, Inc.
AS	Administrative Secretary
ASVB	Armed Services Vocational Aptitude Battery
ASWA	American Society of Women Accountants
AVA	American Vocational Association
BAVI	Bureau of Audiovisual Instruction (University of Wisconsin-Extension)
BE	Business Education
BEOG	Basic Educational Opportunity Grant
BOE	Business and Office Education
BOE/AVA	Business and Office Education Division/American Vocational Association
CAD/CAM	Computer-Aided Design/Computer-Aided Manufacturing
CAM	Certified Administrative Manager
CBE	Competency Based Education
CBI	Competency Based Instruction
CEBOE	National Association of Classroom Educators of Business and Office Education
CEEB	College Entrance Examination Board
CESA	Cooperative Educational Service Agency
CLEP	College Level Examination Program
CMI	Computer-Managed Instruction
COBOL	Common Business-Oriented Language
COE	Cooperative Office Education
COM	Computer Output Microfilm
COOP	Cooperative Office Occupations Program
CPA	Certified Public Accountant
CPS	Certified Professional Secretary
CPSC	Consumer Product Safety Commission

Note: In the future, acronyms and definitions will not be listed in this resource guide. They are listed in the Department of Public Instruction's *A Guide to Curriculum Planning in Business Education.*

CPU	Central Processing Unit
CRT	Cathode Ray Tube
CS	Correspondence Secretary
DA	District Attorney
DE	Distributive Education
DECA	Distributive Education Clubs of America
DETAB	District Employment and Training Area Board
DILHR	Department of Industry, Labor and Human Relations
DODDS	Department of Defense Dependents Schools
DOT	Dictionary of Occupational Titles
DP	Data Processing
DPE	Delta Pi Epsilon
DPI	Department of Public Instruction
DPMA	Data Processing Management Association
ED	Emotionally Disturbed
EDP	Electronic Data Processing
Ed.S.	Specialist Degree in Education
EEN	Exceptional Education Needs
EFT	Electronic Fund Transfer
EMR	Educable Mentally Retarded
FAF	Financial Aid Form
FBLA	Future Business Leaders of America
FFA	Future Farmers of America
FHA/HERO	Future Homemakers of America/Home Economics Related Occupations
FORTRAN	Formula Translation
FSA	Future Secretaries Association
FTC	Federal Trade Commission
GATB	General Aptitude Test Battery
GED	General Equivalency Diploma
GRE	Graduate Record Exam
HOSA	Health Occupations Student Organization
ICED	Instant Career Education Directory
IEP	Individualized Education Program
IMC	Instructional Materials Center
InVEST	Insurance Vocational Educational Student Training
IP	Information Processing
IPC	Instructional Program Component

IRS	Internal Revenue Service
ISBE	International Society for Business Education
ISP	Individualized Self-Pacing
IWP	International Information/Word Processing Association
JA	Junior Achievement
JTPA	Job Training Partnership Act
LD	Learning Disability
LVEC	Local Vocational Education Coordinator
MABEA	Milwaukee Area Business Education Association
M.A.T.	Master of Arts in Teaching
MCST	Magnetic Card Selectric Typewriter
MIS	Management Information Systems
MOOP	Model Office Occupations Program
MR	Mentally Retarded
M.S.T.	Master of Science in Teaching
M-Team	Multidisciplinary Team
NABESS	National Association of Business Education State Supervisors
NABW	National Association of Bank Women
NAEOP	National Association of Educational Office Personnel
NAIW	National Association of Insurance Women
NALS	National Association of Legal Secretaries
NASBE	National Association of Supervisors of Business Education
NATEBOE	National Association of Teacher Educators of Business and Office Education
NATS	National Association of Temporary Services
NBE	National Business Education
NBEA	National Business Education Association
N-CBEA	North-Central Business Education Association
NCRLC	North Central Region Leadership Conference
NEA	National Education Association
NMS	National Merit Scholarship
NMSQT	National Merit Scholarship Qualifying Test
NRC	Noise Reduction Coefficient
OCR	Optical Character Reader (Recognition)
OEA	Office Education Association
OEA-W	Office Education Association-Wisconsin
OPP	Occupational Preparation Program
OTMA	Office Technology Management Association, Inc.

PAS	Post-secondary Agriculture Students
PBL	Phi Beta Lambda
PBX	Private Branch Exchange
PC	Personal Computer
PCBEE	Policies Commission for Business and Economic Education
PDK	Phi Delta Kappa
PILOT	Programmed Inquiry Learning or Teaching
POP	Pi Omega Pi
PSAT/NMSQT	Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test
PSI	Professional Secretaries International
PSP	Professional Standards Program
RAM	Random Access Memory
RFP	Request for Proposal
ROM	Read Only Memory
SAM	Society for Advancement of Management
SAT	Scholastic Aptitude Test
SBA	Small Business Administration
SDE	Society of Data Educators
SEN	Special Education Needs
SMSC	State Manpower Services Council
SOC	Standard Occupational Clusters
SOC Codes	Standard Occupational Classification Codes
SOE	Supervised Occupational Experience
SRA	Supplemental Retirement Annuities
SWISS	Specialized Workshop in Straddle School
TMR	Trainable Mentally Retarded
TWX	Teletypewriter
UWEX	University of Wisconsin-Extension
VBEA	Vocational Business Education Association
VDT	Video Display Terminal
VEDS	Vocational Education Data System
VICA	Vocational Industrial Clubs of America
VMO	Voice Message System
VSO	Vocational Student Organization
VTAE	Vocational, Technical and Adult Education
V-TECS	Vocational-Technical Consortium of States
WAEDS	Wisconsin Association for Educational Data Systems

WATS	Wide Area Telephone Service
WAVAE-BOE	Wisconsin Association for Vocational and Adult Education-Business and Office Education Division
WBVTAE	Wisconsin Bureau of Vocational, Technical and Adult Education
WBEA	Wisconsin Business Education Association
WBEC Guide	Wisconsin Business Education Curriculum Guide
WCBTESS	Wisconsin Council of Business Teacher-Educators and State Supervisors
WCIS	Wisconsin Career Information System
WDECA	Wisconsin Distributive Education Clubs of America
WEA	Wisconsin Education Association
WEAC	Wisconsin Education Association Council
WESA	Wisconsin Educational Secretaries Association
WFT	Wisconsin Federation of Teachers
WHE	Wisconsin Home Economics
WOICC	Wisconsin Occupational Information Coordinating Council
WOIS	Wisconsin Occupational Information System
WP	Word Processing
WSES	Wisconsin State Employment Service (Changed to Job Service)
WVA	Wisconsin Vocational Association
YEDPA	Youth Employment Demonstration Projects Act
ZIP	Zone Improvement Plan

Definitions

Invitee	Has been invited (or implicitly invited) on the premises by the owner or occupant and is owed a higher standard of care than would be accorded a trespasser or a licensee
Job Service	New name for Wisconsin State Employment Service
Licensee	Is on another's property at the sufferance of the owner, with the owner taking the risks which accompany such a legal status
Prime Sponsor	A unit of government or a combination of units of government which have entered into a grant with the Department of Labor to provide comprehensive employment and training services

Audiovisual Suppliers 2

The chart on the following pages gives a representative sample of audiovisual suppliers. These suppliers provide various media such as charts, films, filmstrips, recordings, transparencies, and slides.

Because new audiovisual materials are continually being introduced and old materials withdrawn, it is recommended that catalogs be requested from the producers and distributors listed. One way to facilitate this would be to have a business communications class (or other class) write for these catalogs.

Listed below are the course sample titles listed in *A Guide to Curriculum Planning in Business Education* developed by the Wisconsin Department of Public Instruction. To the left are the letter codes used to represent these course sample titles in this guide.

These course codes are listed on the following chart next to the suppliers that provide materials related to specific courses.

A	Accounting
B	American Enterprise
C	Business Communications
D	Business Concepts
E	Business Economics
F	Business Law
G	Business Mathematics
H	Business Occupations—In-School
I	Business Occupations—On-the-Job
J	Business Organization/Management
K	Business Procedures
L	Career Exploration in Business
M	Computerized Accounting Applications
N	Employability Skills
O	Information Processing I
P	Information Processing II
Q	Keyboarding
R	Microcomputer Applications
S	Notetaking
T	Personal Finance and Consumer Economics
U	Recordkeeping
V	Shorthand

Supplier	Address	Course Codes
American Council of Life Insurance Health Insurance Association of America	1850 K Street, NW Washington, DC 20006-2284	LT
BAVI (Bureau of Audiovisual Instruction) University of Wisconsin-Extension	P.O. Box 2093 Madison, WI 53701-2093	ABCDEFHIJKLMNOPQRTU
BFA Educational Media	468 Park Avenue New York, NY 10016	J
Barr Films	P.O. Box 5667 Pasadena, CA 91107	BCFJNT
Business Education Films	7820 20th Avenue Brooklyn, NY 11214	ABCDEFGHIJKLMNOPQR TUV
CFKR Career Materials	P.O. Box 437 Meadow Vista, CA 95722	LN
Career Aids, Inc.	20417 Nordhoff Street Chatsworth, CA 91311	CHIKNOPQ
Churchill Films	662 North Robertson Boulevard Los Angeles, CA 90069-5089	NR
Cooperative educational service agencies	(See Section 16 for addresses throughout Wisconsin.)	
Dartnell Corporation	4660 Ravenswood Avenue Chicago, IL 60640	HIJN
Data-Guide	154-01 Barclay Avenue Flushing, NY 11355	ACEFG
EMC Publishing	300 York Avenue St. Paul, MN 55101	L
Educational Audio Visual, Inc.	Pleasantville, NY 10570	T
Educational Design, Inc.	47 West 13th Street New York, NY 10011	CFGHIKNT
Educational Dimensions Group	792 Pacific Street P.O. Box 126 Stanford, CT 06904	R
Federal Reserve Bank of Chicago Public Information Department	P.O. Box 834 Chicago, IL 60690-0834	T
Gamco Industries, Inc.	P.O. Box 1911 Big Spring, TX 79721-1911	CGNT
Gregg/McGraw-Hill	13955 Manchester Road Manchester, MO 63011	DFHKOQRV
Guidance Associates, Inc.	Communications Park P.O. Box 3000 Mount Kisco, NY 10549	ACEFGHIJKN
Houghton Mifflin Company	1900 South Batavia Avenue Geneva, IL 60134	OP
Indiana University Audiovisual Center	Bloomington, IN 47405	ABCEHIJKLNPT

Supplier	Address	Course Codes
Insurance Information Institute	110 William Street New York, NY 11038	T
International Film Bureau, Inc.	332 South Michigan Avenue Chicago, IL 60604	HIN
Knowledge Unlimited	P.O. Box 52 Madison, WI 53701-0052	BEL
Learning Arts	P.O. Box 179 Wichita, KS 67201	CLN
MPC Educational Publishers	3839 White Plains Road Bronx, NY 10467	CKNPQRV
Private business schools	(Check telephone yellow pages for local schools.)	
Proctor and Gamble Educational Services	2261 Spring Grove Avenue Cincinnati, OH 45214	ET
Reinforcement Learning, Inc. Macksoud Educational Productions	87 Dimmig Road P.O. Box 563 Upper Saddle River, NJ 07458	HIOPV
Roundtable Films, Inc.	113 North San Vicente Boulevard Beverly Hills, CA 90211	CFHIJKN
Sears Customer Information Services	Department 703-Public Affairs Sears Tower-BSC 40-08 Chicago, IL 60684	T
Social Security Administration	(Check telephone book for office serving your area.)	T
Social Studies School Service	10000 Culver Boulevard P.O. Box 802 Culver City, CA 90232-0802	ABCDEFGHIJKLNQRT
South-Western Publishing Company	355 Conde Street West Chicago, IL 60185	ABCEFHIKNOPQRTV
Stenograph Corporation	7300 Niles Center Road Skokie, IL 60077-3889	V
Sunburst Communications	Room MP01 39 Washington Avenue Pleasantville, NY 10570-2898	N
Teaching Aids, Inc.	P.O. Box 1798 Costa Mesa, CA 92628-0798	EFHIR
Time Life Video	100 Eisenhower P.O. Box 6604 Paramus, NJ 07653	CHIJ
University of California Extension Media Center	2176 Shattuck Avenue Berkeley, CA 94704	CHIJNR

Supplier	Address	Course Codes
University of Connecticut Erickson Memorial Film Library	P.O. Box U-1, Room 3 249 Glenbrook Road Storrs, CT 06268	E F J K N O R T V
University of Southern California Film and Video Distribution Center School of Cinema-Television	University Park-MC 2212 Los Angeles, CA 90089-2212	A B D E J K T
VTAE districts	(See Section 5 for addresses)	
Vocational Studies Center University of Wisconsin-Madison	964 Educational Sciences Building 1025 West Johnson Street Madison, WI 53706	L N
J. Weston Walch	P.O. Box 658 Portland, ME 04104-0658	C D F H I K L N O P Q V
Western Tape	7154 Old 44 Drive P.O. Box 770 Palo Cedro, CA 96073	C O P V
Wisconsin telephone companies	(See telephone book for office serving your area.)	C H I K L

Bulletin Boards and Games 3

"Variety" may be the spice needed for your business education program. Included in this section is a sample list of organizations which provide materials and/or suggestions for bulletin boards and games.

Listed below are the course sample titles listed in *A Guide to Curriculum Planning in Business Education* developed by the Wisconsin Department of Public Instruction. To the left are the letter codes used to represent these course sample titles in this guide. These course codes are listed on the following chart next to suppliers that provide materials related to specific courses.

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P	Information Processing II
Q	Keyboarding
R	Microcomputer Applications
S	Notetaking
T	Personal Finance and Consumer Economics
U	Recordkeeping
V	Shorthand

Supplier	Address	Course Codes
Business Stimulus	1013 Jefferson Street Sauk City, WI 53583-1698	A D F G H I O P Q V
Career Aids, Inc.	20417 Nordhoff Street Chatsworth, CA 91311	D K L O P Q
DLM Teaching Resources	One DLM Park P.O. Box 4000 Allen, TX 75002	L
Delta Pi Epsilon	Alpha Alpha Chapter University of Northern Colorado Greeley, CO 80639	A H I K O P Q V
EMC Publishing	300 York Avenue St. Paul, MN 55101	T
The Interstate Printers and Publishers, Inc.	P.O. Box 50 Danville, IL 61834-0050	H I N
MPC Educational Publishers	3839 White Plains Road Bronx, NY 10467	A H I P
National Business Education Association	1914 Association Drive Reston, VA 22091-1596	A B C D E F G H I J K L M N O P Q R S T U V
Proctor and Gamble	Educational Services P.O. Box 14009 Cincinnati, OH 45214	E T
Social Studies School Service	10200 Jefferson Boulevard P.O. Box 802 Culver City, CA 90232-0802	B D E F N O P Q R V
South-Western Publishing Company	355 Conde Street West Chicago, IL 60185	A O P Q V
Teaching Aids, Inc.	P.O. Box 1798 Costa Mesa, CA 92628-0798	N R
J. Weston Walch	P.O. Box 658 Portland, ME 04104	C E G H I L N O P Q T V
Wisconsin telephone companies	(See telephone book for office serving your area.)	C H I K L

Publishers for Employability Skills 4

Employability skills, being a part of the business education curriculum, should be used to provide an additional dimension to business education and to enhance individual career development.

A guided career exploration program should define concrete and constructive career goals through career awareness, decision making, self-exploration, occupational exploration, and career planning for the future.

A partial list of publishers for employability skills material is provided in this section.

Listed below are the course sample titles listed in *A Guide to Curriculum Planning in Business Education* developed by the Wisconsin Department of Public Instruction. To the left are the letter codes used to represent these course sample titles in this guide. These course codes are listed on the following chart next to suppliers that provide materials related to specific courses.

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N	Employability Skills
O	Information Processing I
P	Information Processing II
Q	Keyboarding
R	Microcomputer Applications
S	Notetaking
T	Personal Finance and Consumer Economics
U	Recordkeeping
V	Shorthand

Supplier	Address	Course Codes
American Advertising Federation	Suite 1000 1400 K Street, NW Washington, DC 20005	L
Channing L. Bete Company, Inc.	200 State Road Deerfield, MA 01373	L
CFKR Career Materials	P.O. Box 437 Meadow Vista, CA 95722	L
Career Aids, Inc.	Department K45 20417 Nordhoff Street Chatsworth, CA 91311	H I L N
Chronicle Guidance Publications, Inc.	Aurora Street Extension P.O. Box 1190 Moravia, NY 13118-1190	A B C D E F G H I J K L M N O P Q R S T U V
Curriculum Publications Clearinghouse Western Illinois University	Horrabin Hall 46 Macomb, IL 61455	B C E L N O P
DLM Teaching Resources	One DLM Park P.O. Box 4000 Allen, TX 75002	L
Educational Activities, Inc.	P.O. Box 392 Freeport, NY 11520	L
Educational Design, Inc.	47 West 13th Street New York, NY 10011	L R
Gregg/McGraw-Hill	13955 Manchester Road Manchester, MO 63001	L R
Instructional Materials Laboratory Ohio State University	842 West Goodale Boulevard Columbus, OH 43212	A
The Interstate Printers & Publishers, Inc.	P.O. Box 50 Danville, IL 61834-0050	L N
Media Materials, Inc.	Department 870251 Baltimore, MD 21211	L N
National Business Education Association	1914 Association Drive Reston, VA 22091-1596	H I L
The National Center for Research in Vocational Education	Publications Office, Box P 1960 Kenny Road Columbus, OH 43210-1090	L
South-Western Publishing Company	355 Conde Street West Chicago, IL 60185	B H I L N O P R T U
Teaching Aids, Inc.	P.O. Box 1798 Costa Mesa, CA 92628-0798	A B F H I J K L P R T U
United States Department of Labor	Bureau of Labor Statistics 441 G Street, NW Washington, DC 20212	L

Supplier	Address	Course Codes
United States Government Printing Office	Superintendent of Documents Washington, DC 20402	L
VGM Career Books	Division of National Textbook Co. 4255 West Touhy Avenue Lincolnwood, IL 60646-1975	A F H I J O P R T
Vocational Studies Center University of Wisconsin-Madison	964 Educational Sciences Building 1025 West Johnson Street Madison, WI 53706	L N
J. Weston Walch	P.O. Box 658 Portland, ME 04104-0658	L N

Educational Institutions 5

Uniqueness of Wisconsin Education

Colleges and Universities Offering Business Education Programs

Private Colleges Offering Business Education Programs

Wisconsin Council on Economic Education

Centers for Economic Education

University of Wisconsin Center

University of Wisconsin-Extension

Vocational, Technical and Adult Education System

Adult and Continuing Education

A brief overview of various educational institutions in Wisconsin is included in this section. Each group lists schools with their addresses and courses or programs offered.

Uniqueness of Wisconsin Education

Wisconsin is somewhat unique in the way that it is organized for providing both educational and manpower services. The state board for Vocational, Technical and Adult Education (VTAE), responsible for the administration of the Federal Vocational Education Act in Wisconsin, is only responsible for postsecondary programs. Under the Wisconsin Constitution, the elementary and secondary school programs are the responsibility of the Wisconsin Department of Public Instruction, which is headed by an elected state superintendent and has no state board of education. Thus, the VTAE must delegate responsibility for secondary school vocational education to the DPI. Prior to the Federal Vocational Education Act, the VTAE ran a system of continuation schools which was not directly a part of, but was integral to, the elementary and secondary system. It was not until the Vocational Education Act of 1963 and the State Vocational Education Act of 1965 that the roles of the secondary and postsecondary systems were redefined in such a way as to charge the high schools with the responsibility of providing vocational education to youth until high school graduation or the age of 20.

As is true in many states, the control of local school districts is vested in the local school boards, with the DPI exercising little administrative control over the districts other than for specific programs mandated the the state Legislature. As a result, vocational education programs are commenced and operated by local districts as a result of either local initiative or through DPI personnel informing local district personnel of the inherent value of various programs.

Because the VTAE system traditionally was responsible for vocational and human resources programs, the ties between that agency and the state Department of Industry, Labor and Human Relations (DILHR) have been closer than those between the DILHR and the DPI. Prior to 1965, the elementary and secondary school system was perceived as being college preparatory, and the VTAE system was viewed as a continuation system designed to accommodate the dropout and the academically disadvantaged youth who would enter the world of work via a trade. As child labor laws and compulsory school attendance laws were set in place, the age for entering the semi-skilled and skilled labor forces in Wisconsin was gradually raised such that no one under the age of 18 would enter the labor force.

Colleges and Universities Offering Business Education Programs

Public education at the higher level falls under the University of Wisconsin System. This system has 13 campuses that are administered from its central office in Madison. A board of regents, in cooperation with university administrative personnel, receives budget approval from the Legislature and the governor. All campuses offer teacher education certification at the elementary and secondary school levels. Four campuses offer business and/or distributive education teacher preparation and certification. K-12 business education certification is also available. Contact the individual campuses for K-12 certification information.

University of Wisconsin-Eau Claire
Eau Claire, WI 54701
Department of Business Education and Administrative Management
Phone: (715) 836-4320
Business Education Undergraduate: 56-hour comprehensive major (certification in all areas of business education)
Business Education Graduate: M.A.T., M.S.T., and Education Specialist

University of Wisconsin-Madison
Madison, WI 53706
Department of Continuing and Vocational Education
Phone: (608) 263-2422
264 Teacher Education Building
225 North Mills Street
Business Education Graduate: M.S. in Continuing and Vocational Education, Ph.D. in Continuing and Vocational Education
Distributive Education Graduate: M.S. in Continuing and Vocational Education, Ph.D. in Continuing and Vocational Education

University of Wisconsin-Stout*
Menomonie, WI 54751
Marketing and Distributive Education Program
Phone: (715) 232-1493
Undergraduate: marketing and distributive education major
Graduate: M.S. in Vocational Education with emphasis in marketing and distributive education

University of Wisconsin-Superior
Superior, WI 54880-2898
Division of Business and Economics
Phone: (715) 394-8206, Ext. 206
Business Education Undergraduate: comprehensive major, accounting/data processing emphasis major
Business Education Graduate: M.S.T.

University of Wisconsin-Whitewater
Whitewater, WI 53190-1790
Department of Business Education and Office Administration
Phone: (414) 472-1322
Business Education Undergraduate: comprehensive major, accounting/general business emphasis major, business education major/one minor, business education/adolescent special education dual major
Business Education Graduate: M.A.T., M.S.T.
Marketing Teacher Education Undergraduate: marketing major
Marketing Teacher Education Graduate: M.A.T., M.S.T.

Other four-year campuses in the University of Wisconsin System are located at Green Bay, La Crosse, Milwaukee, Oshkosh, Racine* (Parkside), Platteville,* and River Falls.*

* Does not offer an accounting major for students to write the CPA examination

Private Colleges Offering Business Education Programs

Marian College
45 South National Avenue
Fond du Lac, WI 54935
Department of Education
Phone: (414) 923-7635
Business Administration
and Business Education
Teaching Major

Mount Mary College
2900 North Menomonee River Parkway
Milwaukee, WI 53222
Business Department
Phone: (414) 258-4810, Ext. 359
Business Education Teaching Major

Viterbo College
815 South Ninth Street
La Crosse, WI 54601
Admissions Office
Phone: (608) 784-0040, Ext. 416
Business Education Teaching Major

Wisconsin Council on Economic Education

Council on Economic Education
1701 West Civic Drive
P.O. Box 591
Milwaukee, WI 53201

Centers for Economic Education

James Grunloh
University of Wisconsin-Oshkosh
Oshkosh, WI 54901

Jerry Johnson
University of Wisconsin-Eau Claire
Eau Claire, WI 54701

Margaret Laughlin
University of Wisconsin-Green Bay
Green Bay, WI 54302

Leon Schur
University of Wisconsin-Milwaukee
Milwaukee, WI 53201

Don Silva
University of Wisconsin-Whitewater
Whitewater, WI 53190

Ray Skrentny
Lakeland College
Sheboygan, WI 53082

Kahtan Al Yasiri
University of Wisconsin-Platteville
Platteville, WI 53818

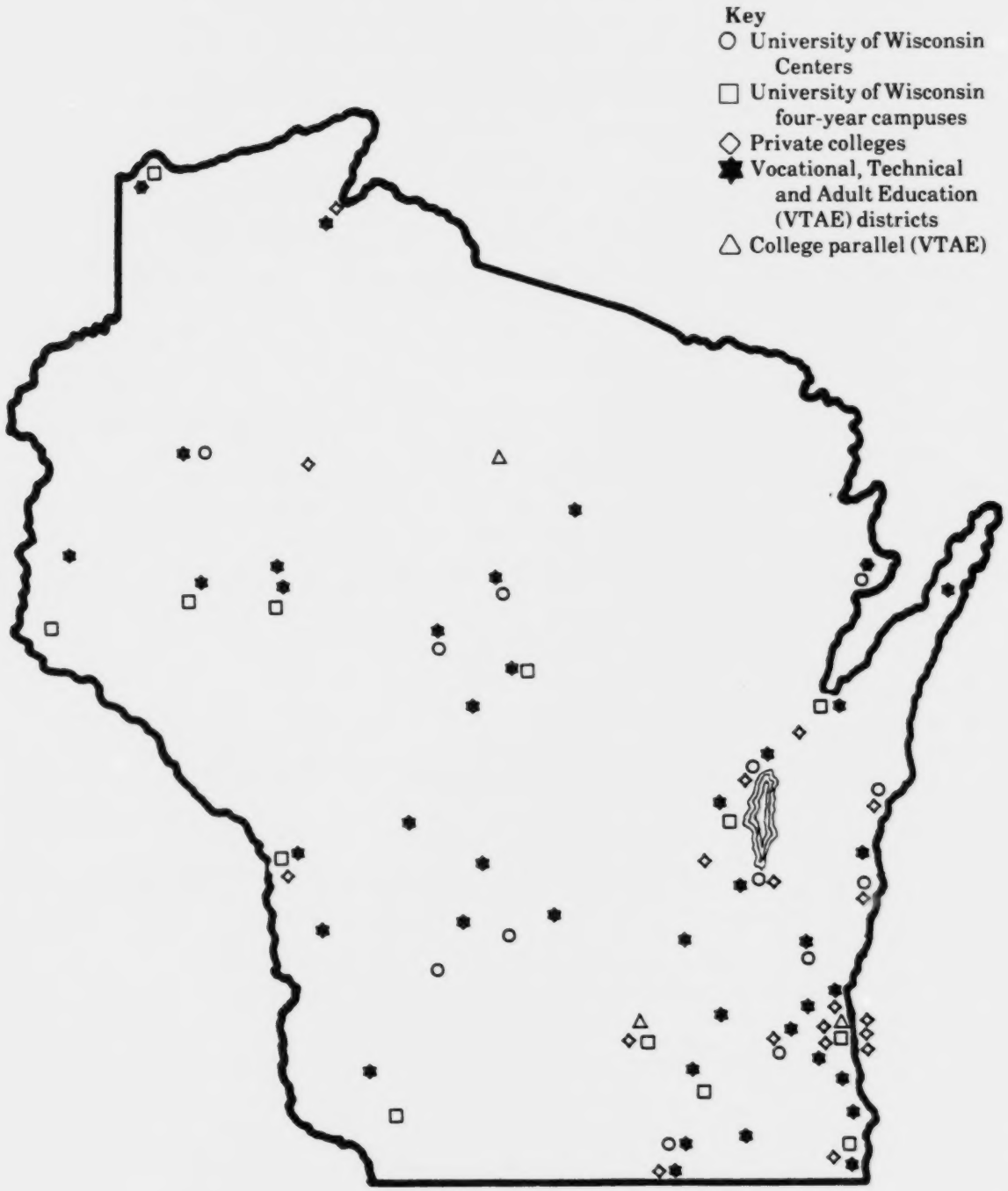
University of Wisconsin Center

In addition to the four-year university system, the state operates a University of Wisconsin Center, which consists of undergraduate campuses that provide a two-year liberal arts transfer program. The center offers curriculum in the liberal arts field, the professional areas, and in adult and continuing education. An associate of science degree and an associate of arts degree are offered.

The main office (office of the registrar) is located at 149 North Frances Street, Madison,WI 53703; (608) 262-1783. Locations of the other campuses are listed below.

Baraboo/Sauk County; Baraboo 53913
Barron County; Rice Lake 54868
Fond du Lac; Fond du Lac 54935
Fox Valley; Menasha 54952
Manitowoc County; Manitowoc 54220
Marathon County; Wausau 54401
Marinette County; Marinette 54143
Marshfield/Wood County; Marshfield 54449
Richland; Richland Center 53581
Rock County; Janesville 53545
Sheboygan County; Sheboygan 53081
Washington County; West Bend 53095
Waukesha County; Waukesha 53186

Higher Education Opportunities in Wisconsin



University of Wisconsin-Extension

The University of Wisconsin-Extension offices invite inquiries of all kinds: independent study opportunities, availability of educational films and audiovisual materials, institutes and conferences for updating personnel in the profession, business and industry programs, environmental and community development, or any others.

The University of Wisconsin-Extension offers more than 400 independent study courses for Wisconsin citizens. The program offers educational opportunities in the following categories: university credit, continuing education, high school credit, and technical and vocational training.

Locations of Univeristy of Wisconsin-Extension offices are listed below.

Alma
Courthouse Annex
Alma 54610
(608) 685-4560

Antigo
Fairgrounds
P.O. Box 460
Antigo 54409
(715) 623-4156

Appleton
Courthouse
Room C103
Appleton 54911
(414) 735-5119

Baldwin
Agricultural Center
Baldwin 54402
(715) 684-3301

Balsam Lake
Agricultural Center
Balsam Lake 54810
(715) 485-3136

Baraboo
P.O. Box 46
Baraboo 53913
(608) 356-5581

University of Wisconsin Center-
Baraboo/Sauk County
1006 Connie Road
P.O. Box 320
Baraboo 53913
(608) 356-8351

Barron
Courthouse
Barron 54812
(715) 537-3134

Black River Falls
Courthouse
Black River Falls 54615
(715) 284-7441

Chilton
Courthouse
Chilton 53014
(414) 849-2361

Chippewa Falls
Courthouse
Box 310
Chippewa Falls 54729
(715) 723-9195

Crandon
Courthouse
Crandon 54520
(715) 478-2212

Darlington
Courthouse
Darlington 53530
(608) 776-4494

Dodgeville
Agricultural Center
Dodgeville 53533
(608) 935-3354

Durand
Courthouse
Box 39
307 West Madison
Durand 54736
(715) 672-5214

Eagle River
Courthouse
Eagle River 54521
(715) 479-4797

Eau Claire
Courthouse
Eau Claire 54701
(715) 839-4712

University of Wisconsin-Eau Claire
113A Schneider Social Science Hall
Eau Claire 54701
(715) 836-5637

Elkhorn
P.O. Box 1007
Elkhorn 53121
(414) 723-3838

Ellsworth
Courthouse
Ellsworth 54011
(715) 273-4376

Florence
New Highway Department Building
Florence 54121
(715) 528-4480

Fond du Lac
University of Wisconsin Center-
Fond du Lac
Campus Drive
Classroom Building, Room 112
Fond du Lac 54935
(414) 921-5600

Friendship
Courthouse
Friendship 53934
(608) 339-7811, Ext. 50/51

Green Bay
P.O. Box 518
Green Bay 54305
(414) 497-3216

University of Wisconsin-Green Bay
SE 444
Green Bay 54302
(414) 465-2147

Green Lake
Courthouse
Green Lake 54941
(414) 294-6573

Hayward
Courthouse
Box 351
Hayward 54843
(715) 634-4876

Hurley
Courthouse
Hurley 54534
(715) 561-2695

Janesville
Courthouse
Janesville 53545
(608) 755-2196

University of Wisconsin Center-
Rock County
Janesville 53545
(608) 754-2841

Jefferson
Courthouse
Jefferson 53549
(414) 674-2500

Juneau
County Office Building
Juneau 53039
(414) 386-4411, Ext. 66

Kenosha
714 52nd Street
Kenosha 53140
(414) 656-6793

Kenosha (cont.)
University of Wisconsin-Parkside
Tallent Hall, Wood Road
Kenosha 53141
(414) 553-2312

Keshena
Courthouse
Box 428
Keshena 54135
(715) 799-3641

Kewaunee
Courthouse
Kewaunee 54216
(414) 388-2542

La Crosse
Courthouse
La Crosse 54601
(608) 785-9593

Ladysmith
Courthouse
Ladysmith 54848
(715) 532-5539

Lancaster
Fairgrounds
Youth and Agriculture Center
Box 31
Lancaster 53813
(608) 723-2125

Madison
57 Fairgrounds, Room 114
Madison 53713
(608) 266-4271

University of Wisconsin-Madison
209 Extension Building
432 North Lake Street
Madison 53706
(608) 263-2055

Manitowoc
County Offices Building
1710 Michigan
Manitowoc 54220
(414) 682-8877

University of Wisconsin Center-
Manitowoc County
705 Viebahn Street
Manitowoc 54220
(414) 682-8251

Marinette
Courthouse
P.O. Box 105
Marinette 54143
(715) 735-3371

University of Wisconsin Center-
Marinette County
Bay Shore
Marinette 54143
(715) 735-7477

Marshfield
University of Wisconsin Center-
Marshfield/Wood County
2000 West Fifth Street
Marshfield 54449
(715) 387-1147

Mauston
Courthouse
Mauston 53948
(608) 847-5659

Medford
Agricultural Center
Medford 54451
(715) 748-3327

Menasha
University of Wisconsin Center-
Fox Valley
Midway Road
Menasha 54952
(414) 734-8731

Menomonie
Courthouse
Menomonie 54751
(715) 232-1636

Merrill
Courthouse
Merrill 54452
(715) 536-7151

Milwaukee
9722 West Watertown Plank Road
Wauwatosa 53226
(414) 257-5351

University of Wisconsin-Milwaukee
Civic Center Campus
929 North Sixth Street
Milwaukee 53203
(414) 224-1833

Monroe
Agricultural Building
Box 120
Monroe 53566
(608) 325-5181

Montello
Courthouse
Montello 53949
(414) 297-2141

Neillsville
Courthouse
Neillsville 54456
(715) 743-3118

Oconto
Courthouse
Oconto 54153
(414) 834-5322

Oshkosh
Sunnyview Complex
500 East Sunnyview Road
Oshkosh 54901
(414) 424-0050

Phillips
Normal Building
Phillips 54555
(715) 339-2555

Portage
County Administration Building
Portage 53901
(608) 742-2191

Port Washington
Courthouse
Room 21, Ground Floor
Port Washington 53074
(414) 377-6400 and (414) 284-9411

Prairie du Chien
111 West Dunn
Prairie du Chien 53821
(608) 326-6431

Racine
Route 1
Sturtevant 53177
(414) 886-2744

University of Wisconsin-Parkside
Tallent Hall, Wood Road
Kenosha 53141
(414) 553-2312

Rhinelander
Courthouse
P.O. Box 400
Rhinelander 54501
(715) 362-6314

Richland Center
Richland Center 53581
(608) 647-6148

Shawano
Courthouse
Shawano 54166
(715) 526-6136

Sheboygan
650 Forest Avenue
Sheboygan Falls 53085
(414) 459-3141

University of Wisconsin Center-
Sheboygan County
One University Drive
Sheboygan 53081
(414) 459-3717

Shell lake
Shell Lake 54871
(715) 836-3300 and (715) 468-2414

Sparta
Courthouse
Sparta 54656
(608) 269-6718

Spooner
County Highway Building
Spooner 54801
(715) 635-3192

Stevens Point
County-City Building
Stevens Point 54481
(715) 346-3573

Sturgeon Bay
Courthouse
Sturgeon Bay 54235
(414) 743-5511

Superior
Courthouse
Superior 54880
(715) 394-0363

Viroqua
Courthouse Annex
Viroqua 54665
(608) 637-2165

Washburn
Courthouse
Washburn 54891
(715) 373-2221

Waukesha
Courthouse
Waukesha 53186
(414) 544-8080

University of Wisconsin Center-
Waukesha County
1500 University Drive
Waukesha 53186
(414) 542-8825, Ext. 232

Waupaca
Courthouse
Waupaca 54981
(715) 258-7681

Wausau
Courthouse
Wausau 54401
(715) 842-0471

University of Wisconsin Center-
Marathon County
518 South Seventh Avenue
Wausau 54401
(715) 845-9602

Wautoma
Courthouse
Wautoma 54982
(414) 787-4631

Webster
County Office Building
Webster 54893
(715) 866-4201

West Bend
515 East Washington
Courthouse Annex 2, Box 537
West Bend 53095
(414) 334-3491

University of Wisconsin Center-
Washington County
400 University Avenue
West Bend 53095
(414) 338-1161

Whitehall
Courthouse
Whitehall 54773
(715) 538-4341

Wisconsin Rapids
Courthouse
Wisconsin Rapids 54494
(715) 423-3000

Vocational, Technical and Adult Education System

Comprehensive postsecondary vocational education is provided in vocational schools. These schools are known as technical institutes or colleges and are located in 16 Vocational, Technical and Adult Education districts within the state. Short courses, one- and two-year programs, and associate degree programs comprise the variety available in these institutions. An area map is included in this section.

Blackhawk Technical Institute
6004 Prairie Road
P.O. Box 5009
Janesville, WI 53547
(608) 756-4121

District One Technical Institute
620 West Clairemont Avenue
Eau Claire, WI 54701
(715) 836-3900

Fox Valley Technical Institute
1825 North Bluemound Drive
P.O. Box 2277
Appleton, WI 54913
(414) 735-5600

Gateway Technical Institute
3520 30th Avenue
Kenosha, WI 53142
(414) 656-6900

Lakeshore Technical Institute
1290 North Avenue
Cleveland, WI 53015
(414) 458-4183

Madison Area Technical College
211 North Carroll Street
Madison, WI 53703
(608) 258-2300

Mid-State Technical Institute
500 32nd Street North
Wisconsin Rapids, WI 54494
(715) 423-5650

Milwaukee Area Technical College
1015 North Sixth Street
Milwaukee, WI 53203
(414) 278-6600

Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, WI 54935
(414) 922-8611

Nicolet College and Technical Institute
Highway G South
P.O. Box 518
Rhinelander, WI 54501
(715) 369-4410

North Central Technical Institute
1000 Campus Drive
Wausau, WI 54401
(715) 675-3331

Northeast Wisconsin Technical Institute
2740 West Mason Street
P.O. Box 19042
Green Bay, WI 54307-9042
(414) 498-5400

Southwest Wisconsin Vocational-Technical Institute
Route 1, Box 500
Fennimore, WI 53809
(608) 822-3262

Waukesha County Technical Institute
800 Main Street
Pewaukee, WI 53072
(414) 691-5566

Western Wisconsin Technical Institute
Sixth and Vine Streets
La Crosse, WI 54601
(608) 785-9200

Wisconsin Indianhead Technical Institute
P.O. Box B
Shell Lake, WI 54871
(715) 468-2815

Vocational, Technical and Adult Education Districts

Satellite Vocational, Technical and Adult Education Schools

In addition to the 16 VTAE district campuses, some of the main campuses operate satellite schools in various cities within the district. The district campuses that operate satellite schools and the corresponding satellite locations are listed below.

Blackhawk Technical Institute: Beloit
District One Technical Institute: Chippewa Falls, Menomonie
Fox Valley Technical Institute: Oshkosh
Gateway Technical Institute: Elkhorn, Racine
Madison Area Technical College: Fort Atkinson, Portage, Reedsburg, Watertown
Mid-State Technical Institute: Marshfield, Stevens Point
Milwaukee Area Technical College: Mequon, Oak Creek, West Allis
Moraine Park Technical Institute: Beaver Dam, West Bend
Northeast Wisconsin Technical Institute: Marinette, Sturgeon Bay
Waukesha County Technical Institute: Waukesha
Western Wisconsin Technical Institute: Mauston, Tomah
Wisconsin Indianhead Technical Institute: Ashland, New Richmond, Rice Lake, Superior

Vocational-Technical Career Education Directory

The Wisconsin Board of Vocational, Technical and Adult Education publishes a handbook entitled the *Vocational-Technical Career Education Directory* which lists career programs offered throughout the state. This directory contains information on

- program title,
- length of course,
- job description,
- typical duties,
- typical course of study,
- aptitudes and interests,
- physical requirements,
- education and other requirements,
- helpful high school courses,
- related occupations,
- demand—national,
- demand—state, and
- where offered.

Instant Career Education Directory (ICED)

All Wisconsin Vocational, Technical and Adult Education districts report program openings at least once a week to a central information exchange located at North Central Technical Institute in Wausau. To receive this information, dial toll-free (800) 472-0024 any weekday from 8 a.m. to 4:30 p.m.

Opportunities through Education

The booklet entitled *Opportunities through Education at Vocational, Technical and Adult Career Campuses in Wisconsin* is an advisory guide to offerings of the VTAE system. Some programs have only been designated for development, which means that the districts listed have been authorized to offer them. Prospective students should check

with the districts to find out if the classes they are interested in are offered and if there are any openings.

Two-Year Programs/Associate Degree Programs

Accounting

Appleton	Janesville	Racine
Ashland	Kenosha	Rhinelander
Cleveland	La Crosse	Rice Lake
Eau Claire	Madison	Superior
Fennimore	Milwaukee	Wausau
Fond du Lac	Oshkosh*	Wisconsin Rapids
Green Bay	Pewaukee	

Administrative Assistant—Information Processing

Appleton	Kenosha	Milwaukee
Cleveland	Madison	Racine
Eau Claire		

Administrative Assistant—Secretarial

Appleton	Kenosha	Racine
Ashland	La Crosse	Rhinelander
Cleveland	Madison	Rice Lake
Eau Claire	Milwaukee	Superior
Fennimore	New Richmond	Wausau
Fond du Lac	Oshkosh*	West Bend*
Green Bay	Pewaukee	Wisconsin Rapids
Janesville		

Banking and Financial Services

Appleton	Kenosha

Business Administration Credit Mid-Management

Green Bay

Business Administration and Personnel

Janesville	La Crosse	Wisconsin Rapids

Business Mid-Management

Madison	Milwaukee	Rhinelander

Court and Conference Reporting

Cleveland	Madison	New Richmond
Kenosha		

*Districtwide program

Data Processing

Appleton
Cleveland
Eau Claire
Fennimore
Green Bay
Janesville
Kenosha
La Crosse
Madison
Milwaukee
Pewaukee
Stevens Point*
Superior
Wausau
Wisconsin Rapids

Data Processing—Computer Operations

Fond du Lac
Madison
Rhinelander
Superior

Finance

Cleveland
Fennimore
La Crosse
Madison
Milwaukee
Rice Lake
Wausau

Financial Institutions Management

Green Bay

Information Systems Management

Rice Lake

Legal Assistant

Cleveland
Eau Claire
Green Bay
Milwaukee

Legal Secretary

Fennimore
Janesville
La Crosse
Milwaukee
Wausau

Medical Office Mid-Management

Appleton
Green Bay
Madison

Medical Secretary

Cleveland
Fond du Lac
La Crosse
Madison
Milwaukee
Wausau

Microcomputer Applications Analyst

Appleton
Oshkosh

Municipal Administration

Rice Lake

*Districtwide program

One-Year Vocational Diploma Programs

Account Clerk

Antigo	Janesville	Rhinelander
Appleton	Kenosha	Rice Lake
Ashland	Madison	Stevens Point
Eau Claire	Marinette	Superior
Fennimore	Milwaukee	Watertown
Fond du Lac	New Richmond	Wausau
Green Bay	Pewaukee	

Business Machines

Cleveland	Janesville	La Crosse

Clerk Typist

Antigo	La Crosse	Reedsburg
Appleton	Madison	Rhinelander
Ashland	Marinette	Rice Lake
Cleveland	Milwaukee	Stevens Point
Eau Claire	New Richmond	Superior
Fennimore	Oshkosh	Watertown
Fond du Lac	Pewaukee	Wausau
Green Bay	Portage	West Bend
Janesville	Racine	Wisconsin Rapids
Kenosha		

Clerk Typist—Medical

Eau Claire	Janesville

Computer Operator

Appleton	Oshkosh

Data Entry Operations

Eau Claire	Green Bay	Madison
Fennimore		

Data Processing Machine Operation

Fond du Lac	Milwaukee	Racine
La Crosse	Pewaukee	

Financial Services Assistant

Ashland	Eau Claire

Information Processing Specialist

Wausau

Legal Transcriptionist

Madison

Medical Transcriptionist

Madison
Marshfield
West Bend

Microcomputing Accounting Assistant

New Richmond

Office Computer Specialist

La Crosse

Stenographer

Appleton
Cleveland
Eau Claire
Fort Atkinson
Green Bay
Madison
Marinette
Portage
Reedsburg
Rhinelander
Stevens Point
Watertown
Wisconsin Rapids

Word Processor Specialist

Cleveland
Fennimore
Milwaukee
New Richmond
Rice Lake
Stevens Point
Superior
Wisconsin Rapids

Short-Term Vocational Diploma Programs (less than one year)

Cashier

Milwaukee
Rice Lake

Clerk—General Office

Appleton

Data Entry

Janesville

Data Processing—Keypunch

Appleton

Financial Services Aide

Wisconsin Rapids

Insurance Clerk
Milwaukee

Small Business Training
Milwaukee

Adult and Continuing Education

Adult education programs are administered by the 16 Vocational, Technical and Adult Education districts within the state. These institutions, as well as other public and private facilities within communities, provide adult programs in an extension effort administered by field/community service personnel employed by individual VTAE districts.

Various evening and day credit and noncredit courses are offered for adults. More information can be obtained by contacting the director of instructional services or the student services department of the VTAE district, the cooperative educational service agency district office, or the local high school.

Facilities Layout, Design, and Manufacturers 6

What Is the Business Educator's Role?

How Should the Business Education Facility be Modified to Serve Special Needs Students?

What Is the Sequence for Planning Business Education Facilities?

How Many Classrooms and Laboratories Should a Business Department Have?

How Should a Business Classroom be Designed?

What Types of Classroom and Laboratory Layouts Are Recommended for a Business Department?

What Business Courses Should be Taught in Each Room Layout?

What Types of Classroom and Laboratory Layouts Are Recommended for an Integrated Curriculum?

What Is the Business Educator's Role in Designing the Interior of the Business Education Facility?

Equipment Suppliers

Footnotes

References

The facilities for the contemporary business education program need to be durable, functional, adaptable, and energy conserving. The business educator has an important role to play in creating or renovating existing business education facilities to meet these requirements.

What Is the Business Educator's Role?

A business education facility must be thoroughly planned before it is built or renovated.

A facilities survey can assist the business educator in this investigation. Its results will help determine if a new facility needs to be constructed, the present structure should be renovated, or the present facility is adequate. Thus, the business educator helps decision makers act on the basis of fact, not simply opinions.

To conduct an effective survey and to generate support for its conclusions, the business educator should make use of community groups and governmental agencies as well as educational personnel. For instance, the local vocational advisory committee should be asked to inspect the present facility and report its strengths and weaknesses. Students, fellow vocational educators, and other people in the community can make similar contributions. These groups are more likely to support the efforts of the business educator if they have had input into the proposed change.

Several public and private consulting services are also available to help in the research. For example, the Department of Public Instruction's state supervisors for business education and the school facilities supervisor may help in evaluating the present facility. University consultants in vocational education may be of assistance in backing recommendations with educational research. If funds are available, private sector consultants could provide numerous services to further the effort.

The business educator can also evaluate the business education facility on an ongoing basis. This evaluation can be done by completing the checklist included in this section. You, the business educator, are encouraged to make copies of this two-page checklist for periodically evaluating your business education facility.

Checklist for Evaluating Business Education Facilities

Self-Evaluation

Date_____

Evaluator_____

Directions to the evaluator:

Please read the following questions regarding business education facilities. Check (X) the column that best describes the quality of your business education facilities. For every question answered with a check (X) in the No or Needs Improvement category, determine and/or seek ways to change the situation.

Does the business education facility provide

	Yes	No	Needs Improvement
1. At least 30 square feet per person?	☐	☐	☐
2. At least 30 to 36 inches of space between work stations?	☐	☐	☐
3. Sufficient work space on desks and tables for equipment and tasks?	☐	☐	☐
4. Traffic lanes which consist of a wall aisle not less than 3 feet wide and straight aisles not less than 3 feet 6 inches wide?	☐	☐	☐
5. Enough space for using a variety of teaching methods and room arrangements?	☐	☐	☐
6. An instructional resource center or convenient access to one?	☐	☐	☐
7. Sufficient chalkboard and display space?	☐	☐	☐
8. Movable partitions to provide flexibility in meeting future needs?	☐	☐	☐
9. At least one exit for all rooms serving 50 people or less (the exit must discharge directly to the exterior of the building or to a passageway which permits two directions of travel)?	☐	☐	☐
10. Lockable storage space for supplies, student projects, equipment, and accessories?	☐	☐	☐
11. One or more rooms set up for at least one occupational preparation program?	☐	☐	☐

Does the business education facility provide

	Yes	No	Needs Improvement
12. Access to instructional media?	☐	☐	☐
13. Up-to-date equipment in good repair?	☐	☐	☐
14. Effective and efficient equipment and furniture?	☐	☐	☐
15. Sufficient space for materials and supplies?	☐	☐	☐
16. Adequate sound control (acoustical ceilings and panels or partitions)?	☐	☐	☐
17. Adequate lighting?	☐	☐	☐
18. Adequate ventilation?	☐	☐	☐
19. Adequate heating and cooling?	☐	☐	☐
20. A sink with hot and cold water?	☐	☐	☐
21. Appropriate electrical service, including—	☐	☐	☐
21A. A master switch in each room?	☐	☐	☐
21B. Direct wiring for information processing systems?	☐	☐	☐
22. A private office for each business educator for counseling students and for planning and preparing work?	☐	☐	☐
23. A communication system which links all rooms of the business department and has an outside line?	☐	☐	☐

Source: Ohio State University, Center for Vocational Education, *Arrange for Improvement of Your Vocational Facilities*. Module E-3. Athens, Georgia: AAVIM, University of Georgia, 1977, pp. 11-12.

How Should the Business Education Facility be Modified to Serve Special Needs Students?

Business educators need to provide a supportive environment for special needs students. Such an environment can be achieved by modifying the business education program and/or by providing support services for these students.

When the educator modifies the business education program to serve special needs students, the facility may also have to be altered. The business educator and the architect must plan the facility to accommodate special needs students now and in the future to avoid costly program and facility changes.

A checklist is included in this section to help the business educator determine if the school facility allows the special needs student to function safely and with as much mobility as possible.

This guide, as well as the Wisconsin Administrative Code, will aid the business educator in modifying the business education facility to serve the special needs student. The business educator should work closely with the architect in applying these specifications to insure a quality business education program.

Additionally, the American National Standards Institute publishes *Specifications for Making Building and Facilities Accessible To and Usable By Physically Handicapped People*. Specifications applicable to business education in this document include ground and floor surfaces, windows, doors, entrances, storage, seating, tables, and work surfaces.

Checklist for Evaluating the School's Ability to Serve Special Needs Students

Self-Evaluation

Date_____

Evaluator_____

Directions to the evaluator:

Please read the following questions regarding the school facility. Check (X) the column that best describes your school's ability to serve special needs students. For every question answered with a check (X) in the No or Needs Improvement category, determine and/or seek ways to change the situation.

Does the school facility provide

	Yes	No	Needs Improvement
1. At least one primary building entrance equipped with automatic doors (with pressure-sensitive mats and appropriate time-delayed closure) which slide rather than swing open?	☐	☐	☐
2. Inside and outside ramps?	☐	☐	☐
3. Safety glass in doors and accessible windows?	☐	☐	☐
4. An environment free of sharp corners, surfaces, and projections?	☐	☐	☐
5. Toilets that are convenient, spacious, and equipped with hardware to permit independence?	☐	☐	☐
6. Horizontally mounted railings or grab bars?	☐	☐	☐
7. Furniture that can be adjusted vertically and horizontally?	☐	☐	☐
8. Specially designed storage spaces to accommodate wheelchairs, walkers, standing tables, and other large equipment.	☐	☐	☐
9. Emergency and fire-protection systems including easily operated emergency doors, barrier-free corridors, and warning signals that are comprehensible to all exceptional students?	☐	☐	☐
10. Fire alarms equipped with audio signals for the blind and visual signals for the deaf?	☐	☐	☐

Source: Gynne, Susan K., ed. *Guide for Planning Educator Facilities*, Columbus, Ohio: Council of Education Facility Planners, 1976, pp. J-3 and J-4.

What Is the Sequence for Planning Business Education Facilities?

If the facilities survey and checklist justify building or renovating the business education facility, thorough planning must follow. Before a facility plan can be developed, the business educator should organize a planning committee. Possible members are business educators; the local vocational education coordinator; local administrators; community businesspeople; and state, university, vocational/technical, and private consultants.

At the first meeting, the business educator should inform the committee members of the local school situation and give them materials to aid in the planning. These reference materials should include statements of the philosophy of business education and its goals, trends in business education, an outline for preparing educational specifications, and an estimate of construction and equipment funds available.

The committee should then create a schedule so steps may be performed in sequence and on time. The committee may wish to classify the steps in two phases: Phase One, during which the proposal is made ready for approval; and Phase Two, during which the approved proposal is transformed in detailed drawings, construction is completed, and equipment is acquired. The business educator plays an active decision-making role during Phase One and an advisory role during Phase Two.

The steps listed below for Phases One and Two are described in detail in the sections that follow.

Phase One

1. Determining design criteria
2. Creating educational specifications
3. Communicating with the architect
4. Preparing preliminary (schematic) layouts

Phase Two

5. Completing the detailed layouts
6. Constructing the facility
7. Acquiring equipment and furniture
8. Installing equipment and furniture
9. Evaluating and making modifications[1]

Determining Design Criteria

The facility should be designed to accomplish the instructional objectives of the program. To begin, then, the committee must first clarify the philosophy, goals, and focuses of its business education curriculum.

Philosophy. The philosophy should reflect that of the school and be based upon the mission of business education described in *A Guide to Curriculum Planning in Business Education*. The philosophy must communicate to others the real direction of the business education program.

To simplify the task of writing educational specifications, the business education facility planning committee should allocate each of the following responsibilities to a small group of its members:

- examining the philosophy and objectives of business education,
- reviewing the present business education focuses,
- investigating new trends in business education, and
- surveying the community's needs.

When the four groups have completed written reports on these tasks, the business education facility planning committee should meet to review their findings. From these discussions, the committee should be able to write reasonable educational specifications.

In addition to reading, discussing, and acting on the four group reports, business educators should be encouraged to visit other school districts. By observing other facilities and interviewing personnel, business educators can obtain ideas for their prospective facilities.

Space Needs. After the instructional focuses have been identified and the scope and sequence of courses have been planned, the next step is to approximate space needs. To estimate space, the committee should consider such factors as school enrollment, business education enrollment, class size, number of class sections, number of required or elective courses, amount of equipment and furniture, and types of teaching/learning activities.

- Classroom space—Both the State of Wisconsin building code and educational authorities from other states recommend a minimum of 30 square feet per business education pupil.[2] Although this amount of space may be suitable for a classroom arranged for lectures and demonstrations, more is needed for small-group instruction and laboratory work.
- Office space—The business educator's office needs must be considered when determining the size of the facilities. School board guidelines should state whether the business educator will have a private office, share a common office with colleagues, or have space in the classroom for functions other than teaching, such as counseling. The Department of Public Instruction's business education area recommends that a private office with access to a telephone be designed for each business education teacher.
- Space for equipment and furniture—Equipment and furniture lists and layouts are essential parts of the educational specifications. Without them the architect cannot determine the space and power requirements. All items requiring floor space should be listed, including descriptions of utility needs.
- Auxiliary space—The business educator should allocate space for equipment and supply storage, teacher's closets, bookcases, sinks, and counters.

Specifications for each auxiliary item should describe in detail all the necessary features, such as lighting, acoustics, electrical outlets, ventilation, built-in features, shelves, and built-in cabinets.

Fire-resistant cabinets must be used to store all flammable liquids. A fire extinguisher must be located within 10 feet of the door leading into the area where these liquids are stored.[3] Also, one fire extinguisher must be present in every laboratory.

- Space relationships—The shape of the spaces and their relationships to each other and to other areas of the school are as important as the amount and type of space to be included within the facility. The shape may vary from square or rectangular to other geometric patterns. More important than the shape of the business education facility, however, are the efficiency of its traffic patterns, the safety it provides, and its proximity to

areas for other disciplines. Also, the shape should permit complete visibility of instruction from any position in the facility.[4]

The facility planning committee should create bubble diagrams or space relationship diagrams rather than a layout plan to submit to the architect. These diagrams should illustrate the relationship of the business education department to other areas of the school, relationships of rooms within the department, and the relationships of auxiliary areas within each room. The architect is responsible for interpreting the specifications and providing preliminary layouts showing the relationships in more detail.

Communicating with the Architect

Once the administration and board of education approve the educational specifications, they should be submitted to the architect. A meeting should be arranged between the architect, administrators of the school, and the members of the facility planning committee to discuss the educational specifications. Such a meeting will permit a complete understanding of the specifications before the preliminary layouts are started.

Preparing the Preliminary Layouts

The architect is now ready to translate the educational specifications into a well-designed structure. The architect may prepare several layouts, providing numerous design options to the administrators and the facility planning committee. Once they select a design, the architect, administrators, and committee members should discuss the layouts and suggest changes at this time. Changes made at a later time may prove costly.

The business educator serves as an adviser to the architect during this and subsequent stages. The educator must ensure that any changes in the facility plans will not hamper the accomplishment of the educational objectives and intended activities of the program.

Completing the Detailed Layouts

Once the preliminary layouts have been approved and expenditures have been allocated for construction, completion of detailed layouts should begin. The architect is responsible for drawing complete sets of blueprints.

The architect may be required to make changes on the blueprints because of budget constraints. The facility planning committee should be consulted before these changes are made so that program activities are not affected. Compromises affecting space allocations should be critically evaluated, as space is crucial to the business education program and should be reduced only when no other alternative exists.

Constructing the Facility

The facility planning committee should remain available to the architect and contractor during the construction stage to answer questions about specifications. By staying close to the construction of the facility, the committee will learn of the time of completion and when they should have equipment and furniture delivered.

Acquiring Equipment and Furniture

Equipment and furniture are selected to carry out the objectives of the business education program. Educational specifications should clearly indicate the items to be requisitioned.

Criteria for Selecting. Like the business education facility itself, its equipment and furniture should be durable, functional, adaptable, and energy conserving. In addition, the business educator should consider the following factors when selecting equipment and furniture.

- Appearance—The color, texture, and aesthetics of the item should be considered.
- Safety—Fire retardant materials, rounded corners, stable construction, and resilient materials should be looked for.
- Maintenance—Low maintenance costs are extremely important. Parts for replacing defective items should be obtainable.
- Comfort—The texture, form, and light-reflective value of the item should be considered.
- Guarantee—A guarantee of at least one year against defects in construction and material is recommended.
- Cost—A method such as life-cycle costing should be used to determine if the item will be a good investment.
- Services of the manufacturer or distributor—The manufacturer or distributor should contribute to the repair, installation, and replacement of faulty parts of an item.[5]

Equipment Specifications. The business educator should write detailed requirements for the equipment and furniture needed based on the specifications. These requirements should include the quality and characteristics of the items to be purchased. Writing specifications for a particular brand should be avoided. It is correct to write the specifications for the intended activity.

In most school districts, bidding must take place. In such instances, vendors must be made aware of the intended use of the item(s), especially if the purchase will serve special needs students and future programs.

The following procedure is recommended for soliciting separate bids for furniture and equipment:[6]

1. Let as many suppliers and manufacturers as possible know that proposals are being accepted.
2. Prepare concise drawings and specifications for which bids can be computed.
3. Set a time and place to open and read proposals.
4. Check proposals for compliance with specifications.
5. In some instances, ask vendors to bring reference materials concerning items being bid upon.
6. Award the contract to the lowest bidder who meets the specifications.

The business educator is not responsible for writing specifications and soliciting bids. However, the business educator, through the facility planning committee, provides input for both of these procedures.

Installing Equipment and Furniture

The facility planning committee plays a critical role in installing the equipment and furniture in the new facility. Time must be allowed for recording inventory and installing and trying out the new equipment and furniture.

The procedures for receiving and recording new equipment and furniture are simple. One business educator should be responsible for verifying all equipment and furniture against the purchase orders. After doing so, the educator should send a brief receiving report to the school business manager. The items can then be inventoried, and boxes can be marked as to which room they are to be moved for installation or storage. This is also a good time to record identifying information for each item.

Inventory information should consist of the following:

- item name,
- serial number,
- school identification number,
- location,
- purchase order number,
- purchase order date,
- cost,
- supplier,
- maintenance,
- date of disposal, and
- salvage value.

There are many different microcomputer software packages that could be used for inventory purposes.

Using the equipment and furniture layout as a guide, the business educator should insure that the equipment and furniture are placed correctly as they arrive in the business education facility. Those pieces needing utility connections should be positioned at once to enable maintenance personnel or contractors to make proper hookups. After the equipment and furniture are installed, the business educator should try out the equipment and furniture so that nonworking items can be corrected by maintenance personnel or be returned to the vendor.

If the suppliers of the equipment and furniture provide an installation service, they should be contacted when the items are ready to be installed. Any guarantee or warranty cards received with the equipment and furniture should be completed and returned immediately to the vendor or manufacturer. A copy of the guarantee or warranty should be filed.

The business educator should use the following checklist in overseeing the installation of equipment and furniture.

Checklist for Installing Equipment and Furniture

Self-Evaluation

Date_____

Evaluator_____

Directions to the evaluator:

Please read the following questions regarding installation of equipment and furniture in the business education facility. Check (X) the column that best describes the installation process of equipment and furniture used at your school. For every question answered with a check (X) in the No or Needs Improvement category, determine and/or seek ways to change the situation.

	Yes	No	Needs Improvement
1. Have the vendors been notified of the specific delivery dates and periodically contacted as to new construction completion dates?	☐	☐	☐
2. Has one business educator been asked to check off the equipment and furniture when it arrives and code it as to which room it should be assigned?	☐	☐	☐
3. Has the party responsible for the installation of the equipment and furniture been identified?	☐	☐	☐
4. Does the delivered equipment and furniture meet the specifications?	☐	☐	☐
5. Do the mechanical and electrical systems function?	☐	☐	☐
6. Have all wall-mounted cabinets been fastened securely?	☐	☐	☐
7. Do all doors and drawers open smoothly?	☐	☐	☐
8. Are all joints of cabinets and chairs tight and secure?	☐	☐	☐
9. Have all countertops been properly installed?	☐	☐	☐
10. Has all equipment been checked to see if it works before being used by students?	☐	☐	☐
11. Have all defects in construction been noted?	☐	☐	☐

	Yes	No	Needs Improvement
12. Has a list of items to be corrected been made and the supplier or manufacturer notified of any discrepancies?	☐	☐	☐
13. Have all guarantee and warranty cards been completed, mailed to the manufacturer or supplier, and has a copy been filed?	☐	☐	☐
14. Have instruction manuals been collected, read, and stored in a designated place?	☐	☐	☐
15. Have machine replacement schedules been developed based on school needs?	☐	☐	☐

Evaluating and Making Modifications

The business educator should review the facility periodically, using the "Checklist for Evaluating Business Education Facilities" provided in the first part of this section. The equipment and furniture should also be inspected for defects in construction before the guarantees and warranties expire. They should also be evaluated periodically to insure that they are up to date and safe.

The following checklist can be used to determine if the equipment and furniture in the business education facility are appropriate for instructional use and protected from theft.

Checklist for Determining the Security and Appropriateness of Equipment and Furniture for Instructional Use

Self-Evaluation

Date_____

Evaluator_____

Directions to the evaluator:

Please read the following questions regarding equipment and furniture in your school's business education facility. Check (X) the column that best describes it. For every question answered with a check (X) in the No or Needs Improvement category, determine and/or seek ways to change the situation.

	Yes	No	Needs Improvement
1. Does the piece of equipment or furniture match the item described in the written specifications?	☐	☐	☐
2. Does the product perform as described by the vendor or manufacturer?	☐	☐	☐
3. Does the item possess			
3A. Nonglare surfaces?	☐	☐	☐
3B. Smooth edges?	☐	☐	☐
3C. Curvilinear and resilient surfaces?	☐	☐	☐
3D. Surfaces that are resistant to staining, scratching, chipping, and heating?	☐	☐	☐
3E. Nonallergenic materials?	☐	☐	☐
4. Is the item representative of that found in contemporary business environments?	☐	☐	☐
5. Is the hardware used for information processing			
5A. Compatible?	☐	☐	☐
5B. Interchangeable?	☐	☐	☐
5C. Upgradeable?	☐	☐	☐

	Yes	No	Needs Improvement
6. Is the software used for information processing			
6A. Compatible?	☐	☐	☐
6B. Interchangeable?	☐	☐	☐
6C. Upgradeable?	☐	☐	☐
7. Is a system used to check out equipment according to school policy?	☐	☐	☐
8. Are appropriate steps taken when an item is sent out for repair?	☐	☐	☐
9. Is a photograph of each type of equipment kept on file?	☐	☐	☐
10. Does a policy exist to cover financial responsibility for lost or stolen equipment that is checked out?	☐	☐	☐
11. Is each item marked with an identification number for inventory purposes?	☐	☐	☐
12. Is expensive and high-risk equipment bolted down or locked in storage cabinets?	☐	☐	☐

Source: Adapted from Wisconsin Audiovisual Association. *Audiovisual Equipment Security*. Menomonie, WI: University of Wisconsin-Stout, 1979, pp. 25-27.

How Many Classrooms and Laboratories Should a Business Department Have?

The number of rooms in a business department depends on the school and department enrollment and the number of departmental offerings. For instance, one laboratory may be able to accommodate more than one educational focus in a small school. However, as the number of offerings grows, a single laboratory may not suffice. Therefore, the following options should be investigated:

- expanding to two or more multi-use classrooms or laboratories, and
- using equipment in a resource center or other discipline area.

The situation may even require sharing classrooms with other disciplines. For example, the multi-use classroom may be shared with other disciplines requiring business equipment.

How Should a Business Classroom be Designed?

Classroom layouts are determined by program and course offerings, which business educators determine by assessing the needs of the local community. The needs assessment identifies which occupational focuses (administrative support, accounting, or business enterprise) should be emphasized.

Once the business educator identifies the appropriate occupational focuses to pursue, design requirements for the course offerings can be sent to the architect. Different course offerings require certain activities, some of which dictate specific equipment needs in classroom layouts.

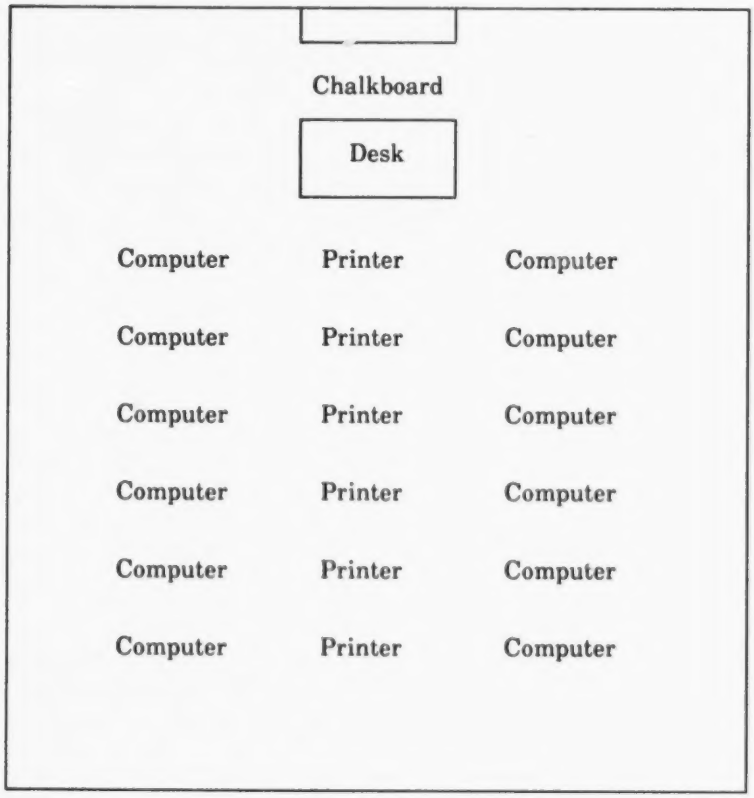
What Types of Classroom and Laboratory Layouts Are Recommended for a Business Department?

The following classroom layouts are recommended:

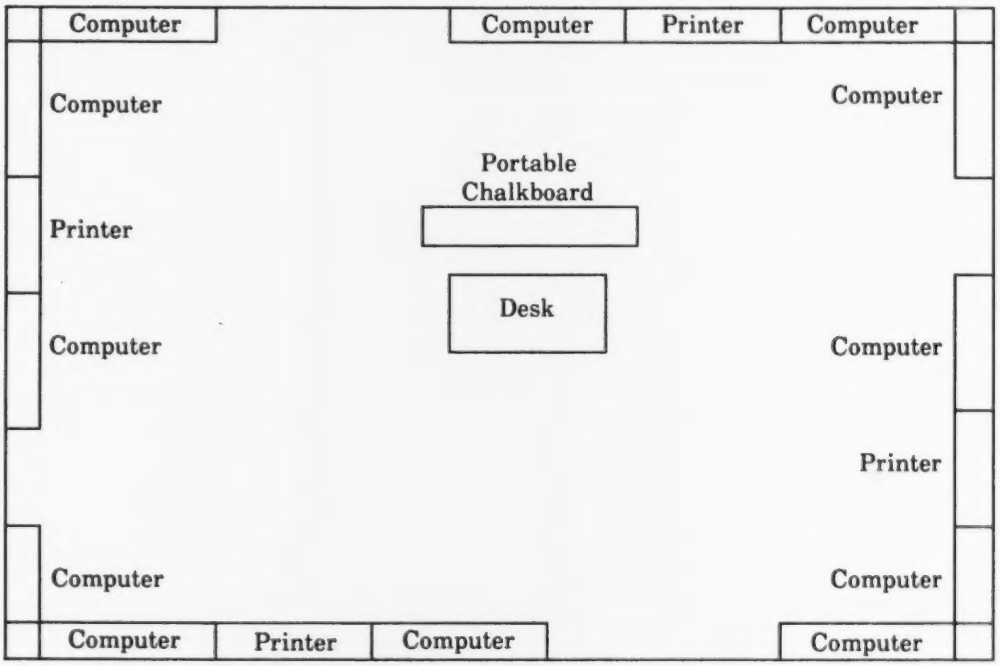
- multi-use laboratory,
- general classroom, and
- multi-use classroom.

The multi-use laboratory is normally the hub of the business education department. Here we find microcomputers, printers, calculators, transcribers, cassette players, text editing equipment, etc. The major portion of instruction in this laboratory is of a hands-on nature. You will need to set up your lab to make the best use of the space available. Four suggested layouts are traditional, perimeter, back-to-back, and modular. These four layouts are diagrammed on the following pages.

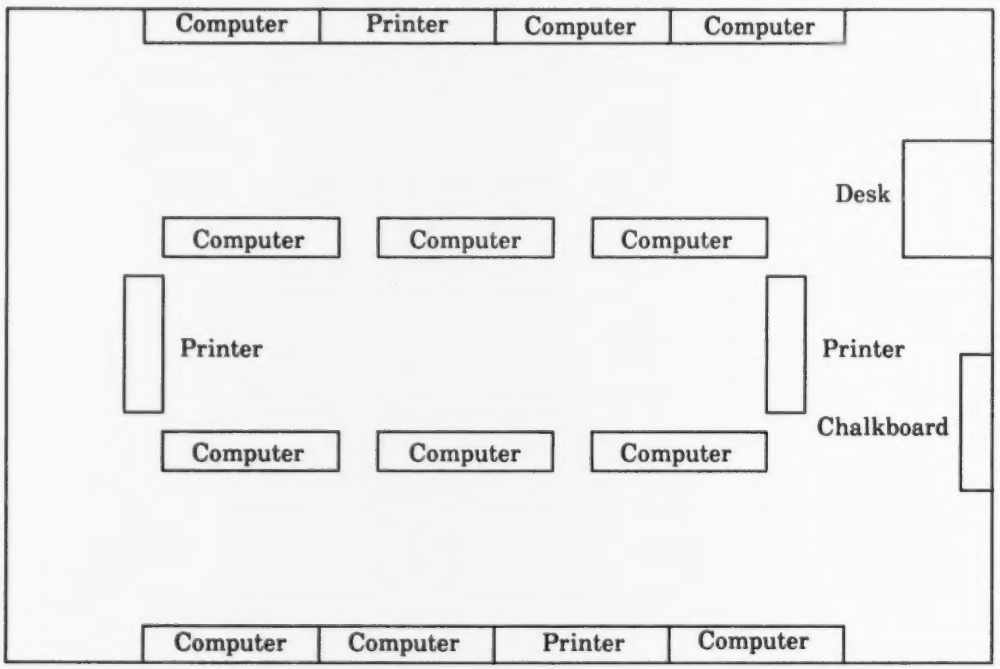
Traditional Layout



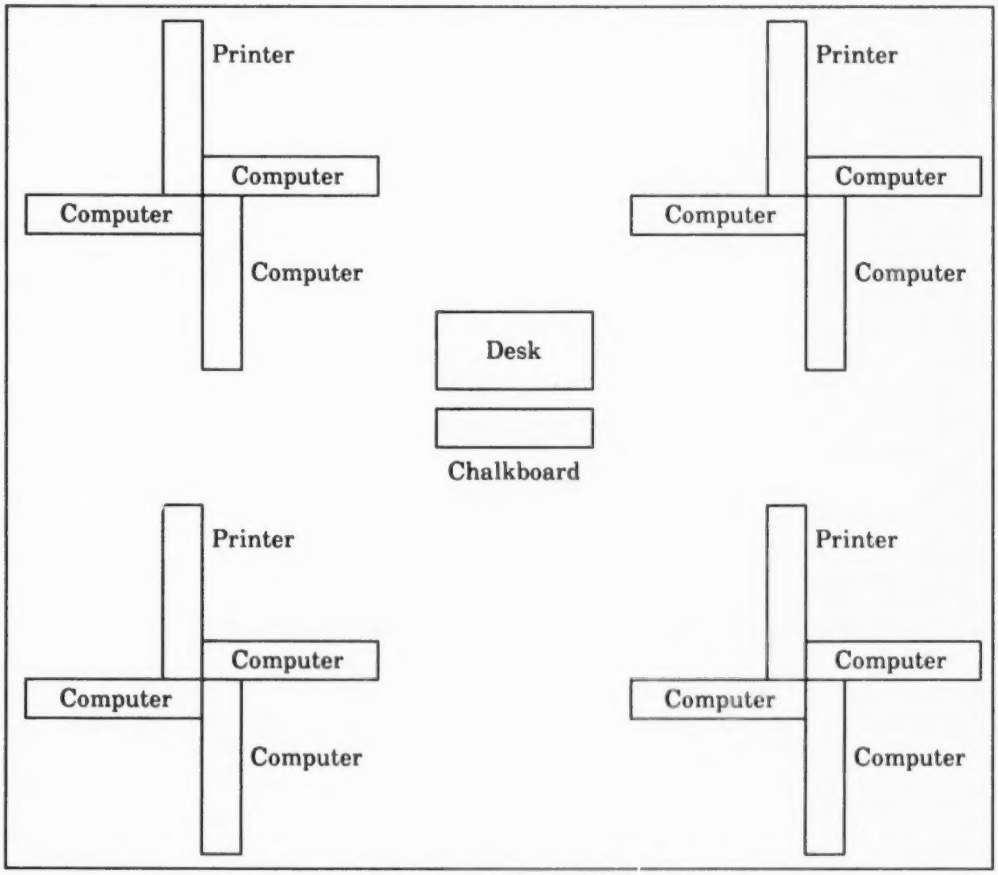
Perimeter Layout



Back-to-Back Layout



Modular Layout



There are advantages and disadvantages to each type of layout. The particular room shape and size will determine the best layout for your situation. It is helpful to graph the room to size, indicating items such as electrical outlets, doors, windows, and chalkboards. Arrange on paper before ordering equipment and furniture.

The general classroom is normally a traditional layout and may or may not contain any equipment. It may have portable calculators and cassette players available for use in various courses. This equipment may be arranged on the desks or stored for student retrieval and use.

The multi-use classroom will normally contain microcomputers and printers. Other equipment may be available. The arrangement could be any of the four previously mentioned; but more often than not, the layout is traditional.

The type of equipment made available for student use depends on community need, advisory committee recommendations, district philosophy, and budgetary restraints. It is recommended that microcomputers replace typewriters in business education laboratories and classrooms.

When deciding on the type of hardware to purchase, consider that which is prevalent in the business and industry locally. This is important if you are to provide relevant training. Another important consideration is the availability of software for your partic-

ular needs. If you are involved in an integrated curriculum, all those affected should be consulted during the decision-making process.

The charts below give the recommended equipment and furniture for the multi-use laboratory, multi-use classroom, and general classroom.

Equipment	Multi-Use Laboratory	Multi-Use Classroom	General Classroom
Microcomputers	X	X	
Printers	X	X	
Calculators	X	X	
Machine transcribers	X		
Photocopiers	X		
Cassette players (shorthand speed building)		X	
Audiovisual equipment	X	X	X

Furniture	Multi-Use Laboratory	Multi-Use Classroom	General Classroom
Adjustable chairs	X	X	X
Desk tables			X
Multi-level computer tables	X	X	
Filing cabinets	X	X	X
Teacher's desk	X	X	X
Printer stands	X	X	

What Business Courses Should be Taught in Each Room Layout?

The required activities for each course determine the basic room layout. A decision on what room design should be recommended for an individual course depends on the instructional methodology used, scheduling needs, class size, and equipment available in each classroom setting. It is difficult to recommend what courses should be taught in various classrooms when equipment availability is not known. Depending on arrangements available to you as the business educator, you must make decisions on classroom use to fit your situation.

Normally, courses such as American Enterprise, Business Communications, Business Concepts, Business Economics, Business Organization/Management, and Business Law can be taught successfully without the use of equipment. A general classroom can be used.

Keyboarding ideally should be taught using microcomputers in either a multi-use laboratory or classroom. However, this may be taught in a self-contained classroom at the elementary or middle school level using microcomputers available there.

Information Processing I/Typewriting, as the title indicates, requires the use of typewriters or microcomputers. It is recommended that microcomputers replace typewriters in the business education laboratory and classroom. Class size and teaching methodology will determine where this is best taught, either in a multi-use laboratory or multi-use classroom.

Information Processing II should be taught using microcomputers in the multi-use laboratory. If class size necessitates, it could successfully be taught in the multi-use classroom.

Shorthand, which includes transcription, would most likely be taught in a multi-use classroom. However, this could be taught in a general classroom if access to the laboratory or multi-use classroom is available for transcription.

Business Mathematics and Accounting are ideally taught with access to electronic calculators. These are normally taught in the multi-use classroom.

Computer Applications and Computerized Accounting Applications require the use of microcomputers, and these courses are ideally taught in the multi-use laboratory. The multi-use classroom could be used if class size necessitates.

What Types of Classroom and Laboratory Layouts Are Recommended for an Integrated Curriculum?

The business department most likely will find itself integrating its curriculum with those of other departments. Two factors influencing this integration are

- the high cost of equipment needed to simulate the equipment found in a business environment, and
- diminishing enrollments in departmental programs.

An integrated, open laboratory facility enables the business, mathematics, computer/data processing, and other similar programs to interact in both program development and implementation.

This can truly be an outstanding opportunity for the business educator. As leaders in the area of computer technology, business educators can act as a resource for other departments. With this opportunity to serve will come the opportunity to expand programs and facilities.

What Is the Business Educator's Role in Designing the Interior of the Business Education Facility?

The aesthetics and comfort of the facility are crucial to the teaching and learning of the business education program. Research has confirmed that an attractive and comfortable environment leads to optimum learning. The business educator should serve as an advocate for such a climate.

Ergonomics

Mention of the word "ergonomics" strikes fear in the hearts of many. Immediately, dollar signs flash in front of their eyes and wonderful ideas fade into oblivion.

Most research studies on the effects of ergonomics show that a well-designed environment can increase worker productivity at least 10 percent. A well-designed environment can also help students develop a better attitude toward care and use of equipment, future employment, and other students.

Furniture Functionality. Along with the recommendation to replace typewriters with microcomputers in the classroom comes the need for different types of furniture. First, take stock of the furniture already available and determine what needs to be replaced and the order of priority. Consider the dimensions of the microcomputers you will be using in the classroom. Many typing tables are too small to house the central processing unit (CPU), video display terminal (VDT), and keyboard.

Most experts recommend a multi-level table for microcomputers. These can be two, three, or more tiers with one or more levels adjustable at the worker's discretion. However, for classroom use keep products simple. The more complex the furniture, the more there is to go wrong. The height of the keyboard is very important. If your typing tables are large enough to house the CPU and VDT, perhaps they can be fitted with an adjustable keyboard shelf, saving the cost of total replacement.

When selecting furniture to house microcomputers, consider the amount of work space available, color and reflectiveness of surfaces, safety features such as rounded corners, and flexibility. It is impossible to predict future changes in technology, so we must be prepared to live with the decisions we make today. Avoiding obsolescence may be impossible, but delaying it is possible.

Specially designed printer stands may be purchased to house both the printer and the continuous-feed paper. Tables already available may be used if they are sufficiently sturdy and of appropriate height and size.

Chairs are another very important item in furniture selection. Insist on adjustability in height and backrest. When looking at a chair, take it for a "test run." Sit on it, and have people of different sizes try it. Be sure it is adjustable from a sitting position by simply turning a knob or flipping a lever. Ease of adjustment is more important in the classroom than the office because a different student will occupy each station during each class period.

Lighting. With the introduction of VDT work, lighting has become a hotly debated topic. There appears to be little agreement among experts about the best lighting arrangements. Overhead fluorescent lighting and stark white walls are terrible for VDT work. So is the contrast between bright, splashy colors and computer screens.[7] Desks should be arranged to avoid glare from natural light, and they should be placed to the right of windows.

Most eyestrain, headaches, and blurred vision result from too much contrast between screen and background or glare. Glare can be controlled by using nonglare screens and tilting surfaces.

Generally speaking, if the terminal's screen has a dark background with light letters, ambient light shouldn't be more than 30 footcandles. If the screen's background is light, which is called positive presentation, then the area can be brighter (between 50 and 60 footcandles).[8]

The best solutions to the lighting problem are directing ceiling light toward the work station, lowering general ceiling illumination, using individual lighting systems, and building light into work stations.

The business educator should consider the following when selecting lighting systems:

- increased use of VDTs,
- balance between indirect ambient lighting and direct task lighting,
- total color scheme, and
- natural light available.

Since many factors must be considered when selecting the lighting system for the business education facility, the business educator would be well advised to consult with an architect or lighting engineer. When working with an already existing facility, there may be little that can be done about lighting fixtures. However, the business educator

can eliminate polished surfaces and glass areas, avoid shiny finishes on machines and equipment, arrange furniture to minimize glare, remove bulbs from banks of fluorescent lights if too bright, and adopt a color scheme using light absorbent colors.

Acoustics. High noise levels can produce hypertension, fatigue, irritability, and hearing loss. Industrial manufacturers have done a great deal of study in this area. Recent studies of the office environment place a quiet office in the 35- to 45-decibel range, with 70 decibels being a noisy office. It is simple to measure the decibel level in the business education facility. Visit with your fellow vocational educators in industrial technology and agriculture who are more familiar with noise pollution problems. If your school does not have the equipment available for testing, check with your local cooperative educational service agency (CESA).

Some suggestions for reducing noise in the business education facility include the following:

- Place reverberation pads under equipment.
- Use sound-absorbent materials on floors, walls, and ceilings.
- Install sound shields or hoods for printers.
- Maintain air conditioning systems to assure quieter operation.
- Lower ceilings and construct tight-fitting doors to block outside noise.
- Avoid glossy paints which reflect sound waves.
- Use acoustical divider panels in large laboratories.

A good teaching and learning environment allows sounds within a designated space to be heard well and sounds from outside the space to be muted or blocked. Lowering the noise level should lower the wear and tear on the business educator!

Color. Colors of the bounding surfaces (ceiling, walls, floors, drapes, panels, furniture) in the business education facility are important considerations. Color can control the reflection of light, reduce fatigue, improve room appearance, and promote safety.

Color can play a large part in student moods. Red is used to convey excitement. Yellow shows warmth. Greens and blues are soothing and calming colors.

Color choice also is involved in lighting requirements. Offices (classrooms) that are subjected to predominantly northern light (a bluish hue) should be decorated in warm colors, such as orange, yellow, or brown. Those that receive southern light (a yellowish tint) should utilize a blend of cooler colors, such as blue and green. To reduce the monotony of bare walls, neutral colors can provide a soft background for more striking colors and patterns introduced through paintings, draperies, carpeting, and similar accessories.[9]

In almost every article about designing the office, the color scheme is considered. Unless educated about how to combine colors and determine reflective values (amount of light reflecting from an object or a surface), the business educator should consult an interior designer about color combinations before making decisions for the facility.

Thermal environment. The energy crisis made school boards highly conscious of conservation, resulting in lower temperatures in classrooms during most of the school year. Research has established, however, that for optimum learning and teaching to occur, a good thermal environment must exist in the facility.

The thermal environment entails more than just temperature. It also involves relative humidity and air quality. An efficient air-conditioning system can move and recycle fresh air; maintain proper temperature and humidity; filter dust, smoke and odors; and establish comfortable heating and cooling levels.[10]

The humidity level will affect the static electricity problems faced by the business educator. Static electricity can cause equipment failure and additional maintenance costs, as well as student and teacher frustration. Consideration should be given to the use

of static strips or mats for equipment, static-free carpet, static-absorbing floor mats, and static spray. Accompanying the static problem is the need to eliminate dust and dirt from VDT screens. Be careful when cleaning these surfaces to avoid scratches.

Wire Management. Microcomputers and printers require small amounts of electricity but multiple outlets per station. When choosing the most efficient arrangement for the lab or classroom, be sure to indicate available electrical outlets and feasible expansion. The advent of more complex electronic equipment is making conventional wiring methods obsolete.[11]

Concealed ceiling wiring dropped via poles into the laboratory can provide accessible, flexible expansion. Strips with multiple plugs attached to walls are also easily installed. If individual work stations or acoustical dividers are to be used, purchase those which provide runs for electrical wiring. Raised floors may be a possibility.

Another item for consideration is surge protectors which protect the electronic equipment from possible damage caused by drastic fluctuation in power levels. Consulting an expert in electrical needs should result in a satisfactory solution to this problem.

With forethought and planning, your business education facility can be a pleasant, safe, and productive area. Change is exhilarating and frightening but can be fun. Take a close look at your classroom and laboratories, and begin to chart your plans.

Equipment Suppliers

Calculators

Ericsson Information Systems
Office Products Group
1990 Crescent Street
Anaheim, CA 92801

Hewlett-Packard
Handheld Calculator and Computer Operation
1000 NE Circle Boulevard
Corvallis, OR 97330

Olympia USA
P.O. Box 22
Somerville, NJ 08876

Radio Shack Education Division
National Bid Department
1400 One Tandy Center
Fort Worth, TX 76102

Sanyo Business Systems Corporation
51 Joseph Street
Moonachie, NJ 07074

Sharp Electronics Corporation
Commercial Calculator Division
10 Sharp Plaza
Paramus, NJ 07652

Swintec Corporation
P.O. Box 421
East Rutherford, NJ 07073

Teal Industries, Inc.
1741 Lomita Boulevard
Lomita, CA 90717

Dictating/Transcribing Machines

Dictation Disc Company
14 East 38th Street
New York, NY 10016

International Educational Services, Inc.
50 East New Avenue
Lemont, IL 60439

Philips Business Systems, Inc.
810 Woodbury Road
Woodbury, NY 11797

Sanyo Business Systems Corporation
51 Joseph Street
Moonachie, NJ 07074

Sony Corporation of America
Information Products Division
Sony Drive
Park Ridge, NJ 07656

Microcomputers

APT, Inc.
715 Galveston Drive
Redwood City, CA 94063

Contel Computer Systems
2055 West 190th Street
Torrance, CA 90504

A.B. Dick Company
5700 West Touhy Avenue
Chicago, IL 60648

Hewlett-Packard
Personal Computer Group
10520 Ridgeview Court
Cupertina, CA 95014

Honeywell Information Systems
Honeywell Plaza
Minneapolis, MN 55408-1792

IBM Corporation
900 King Street
Rye Brook, NY 10573

Leading Edge Hardware Products, Inc.
225 Turnpike Street
Canton, MA 02021

NCR Corporation
Personal Computer Division
1600 South Main Street
Dayton, OH 45479

Radio Shack Education Division
National Bid Department
1400 One Tandy Center
Fort Worth, TX 76102

Sharp Electronics Corporation
Systems Division
Sharp Plaza
Mahwah, NJ 07430

Wang Laboratories, Inc.
One Industrial Avenue
Lowell, MA 01851

Xerox Corporation
Xerox Square
Rochester, NY 14644

Zenith Data Systems
1000 Milwaukee Avenue
Glenview, IL 60025

Reprographics Equipment

Copiers

Adler-Royal Business Machines, Inc.
1600 Route 22
P.O. Box 1597
Union, NY 07083

Canon USA, Inc.
One Canon Plaza
Lake Success, NY 11042

Clark Copy International Corporation
1949 Cornell Avenue
Melrose Park, IL 60160

A.B. Dick Company
5700 West Touhy Avenue
Chicago, IL 60648

Eastman Kodak Company
343 State Street
Rochester, NY 14650

Heyer, Inc.
1850 South Kostner Avenue
Chicago, IL 60623

Sharp Electronics Corporation
Copier Products Division
Sharp Plaza
Mahwah, NJ 07430

3M Audio Visual Division
P.O. Box 33660
St. Paul, MN 55133

Xerox Corporation
Xerox Square
Rochester, NY 14644

Shorthand Dictation Laboratories

Dictation Disc Company
14 East 38th Street
New York, NY 10016

Fleetwood, Inc.
Electronics Division
P.O. Box 58
Zeeland, MI 49464

International Educational Systems, Inc.
50 East New Avenue
Lemont, IL 60439

Shorthand Machines

Stenograph Corporation
7300 Niles Center Road
Skokie, IL 60077

Typewriters

Brother International Corporation
8 Corporate Place
Piscataway, NJ 08854

Ericsson Information Systems
Office Products Group
1990 Crescent Street
Anaheim, CA 92801

IBM Corporation
900 King Street
Rye Brook, NY 10573

Olivetti USA
765 US Highway 202
Sommerville, NJ 08876

Olympia USA
Box 22
Somerville, NJ 08876

Panasonic
Electronic Typewriter Division
One Panasonic Way
Secaucus, NJ 07094

Prototype Corporation
8655 Tamarack Avenue
Sun Valley, CA 91353

Sharp Electronics Corporation
Electronic Typewriter Division
Sharp Plaza
Mahwah, NJ 07430

Silver-Reed, America, Inc.
19600 South Vermont Avenue
Torrance, CA 90502

Swintec Corporation
P.O. Box 421
East Rutherford, NJ 07073

Teal Industries
1741 Lomita Boulevard
Lomita, CA 90717

TOWA Corporation of America
1313 South Pennsylvania Avenue
Morrisville, PA 19067

Wang Laboratories, Inc.
One Industrial Avenue
Lowell, MA 01851

Xerox Corporation
Xerox Square
Rochester, NY 14644

Furniture

Accounting Desks/Tables

H. M. Allen Company
P.O. Box 444
Oregon, IL 61061-0444

Garrett Industries, Inc.
802 East King Street
Garrett, IN 46738

Smith System Manufacturing Company
P.O. Box 64515
St. Paul, MN 55164

Toledo Furniture Company
P.O. Box 431
Stroudsburg, PA 18360

Machine Desks/Tables

Esselte Pendaflex Corporation
Clinton Road
Garden City, NY 11530

Smith System Manufacturing Company
P.O. Box 64515
St. Paul, MN 55164

Toledo Furniture Company
P.O. Box 431
Stroudsburg, PA 18360

Microcomputer/Word Processing Desks/Tables

ACCO International
770 ACCO Plaza
Wheeling, IL 60090

Acme Visible Records
1000 Allview Drive
Crozet, VA 22932

H.M. Allen Company
P.O. Box 444
Oregon, IL 61061-0444

Bretford Manufacturing, Inc.
97115 Soreng Avenue
Schiller Park, IL 60176

Cole Business Furniture
640 Whiteford Road
York, PA 17405

Datum Filing Systems, Inc.
270 Adams Boulevard
Farmingdale, NY 11735

Dennison Monarch Systems, Inc.
P.O. Box 4081
New Windsor, NY 12550

Garrett Industries, Inc.
802 East King Street
Garrett, IN 46738

Hamilton Sorter Company, Inc.
3158 Production Drive
P.O. Box 8
Fairfield, OH 45014

Hubbard Scientific Company
1946 Raymond Drive
P.O. Box 104
Northbrook, IL 60062

Human Factor Technologies, Inc.
55 Harvey Road
P.O. Box 235
Londonderry, NH 03053

Krueger, Inc.
P.O. Box 8100
Green Bay, WI 54308-8100

Marvel Metal Products Company
Office Products Division
3843 West 43rd Street
Chicago, IL 60632

Radio Shack Education Division
National Bid Department
1400 One Tandy Center
Fort Worth, TX 76102

Rubbermaid Office Products
3124 Valley Avenue
Winchester, VA 22601

Smith System Manufacturing Company
P.O. Box 64515
St. Paul, MN 55164

Systems Manufacturing Corporation
13 Broad Street
P.O. Box 343
Binghamton, NY 13902

TAB Products Company
1400 Page Mill Road
Palo Alto, CA 94304

Tiffany Stand and Furniture Company
Suite 750
9666 Olive Boulevard
St. Louis, MO 63132

Toledo Furniture Company
P.O. Box 431
Stroudsburg, PA 18360

Westinghouse Furniture Systems
4300 36th Street
Grand Rapids, MN 49508

Wilson Jones Company
6150 Touhy Avenue
Chicago, IL 60648

Wright Line, Inc.
160 Gold Star Boulevard
Worcester, MA 01606

Typewriter Desks/Tables

All-Steel, Inc.
Allsteel Drive
Aurora, IL 60507

H.M. Allen Company
P.O. Box 444
Oregon, IL 61061-0444

Garrett Industries, Inc.
802 East King Street
Garrett, IN 46738

Marvel Metal Products Company
Office Products Division
3843 West 43rd Street
Chicago, IL 60632

Smith System Manufacturing Company
P.O. Box 64515
St. Paul, MN 55164

Systems Manufacturing Corporation
13 Broad Street
P.O. Box 343
Binghamton, NY 13902

Tiffany Stand and Furniture Company
Suite 750
9666 Olive Boulevard
St. Louis, MO 63132

Toledo Furniture Company
P.O. Box 431
Stroudsburg, PA 18360

Posture Chairs

ACCO International
770 South ACCO Plaza
Wheeling, IL 60090

All-Steel, Inc.
Allsteel Drive
Aurora, IL 60507

H.M. Allen Company
P.O. Box 444
Oregon, IL 61061-0444

Carl Manufacturing Company
110 West Washington Street
Lisbon, OH 44432

Garrett Industries, Inc.
802 East King Street
Garrett, IN 46738

Human Factor Technologies, Inc.
55 Harvey Road
P.O. Box 235
Londonderry, NH 03053

Krueger, Inc.
P.O. Box 8100
Green Bay, WI 54308-8100

Microdyne Company
330 Ashland Road
P.O. Box 1056
Mansfield, OH 44901

Smith System Manufacturing Company
P.O. Box 64515
St. Paul, MN 55164

Toledo Furniture Company
P.O. Box 431
Stroudsburg, PA 18360

Westinghouse Furniture Systems
4300 36th Street
Grand Rapids, MN 49508

Wilson Jones Company
6150 Touhy Avenue
Chicago, IL 60648

Wright Line, Inc.
160 Gold Star Boulevard
Worcester, MA 01606

Typewriter Demonstration Stands

H.M. Allen Company
P.O. Box 444
Oregon, IL 61061-0444

Garrett Industries, Inc.
802 East King Street
Garrett, IN 46738

Smith System Manufacturing Company
P.O. Box 64515
St. Paul, MN 55164

Specialty Items

Copyholders

H.M. Allen Company
P.O. Box 444
Oregon, IL 61061-0444

The Bartmore Group, Inc.
One Woodfield Lakes, Suite 117
Schaumburg, IL 60195

Esselte Pendaflex Corporation
Clinton Road
Garden City, NY 11530

R. Funk and Company, Inc.
825 North Easton Road
Doylestown, PA 18901

Girard Enterprises
P.O. Box 142
Girard, OH 44420

Harvard Supply Company
P.O. Box 32
Melrose, MA 02176

Lustro, Inc.
440 Speedwell Avenue
Morris Plains, NJ 07950

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Teaching Aids, Inc.
P.O. Box 1798
Costa Mesa, CA 92628

Stopwatches

Artistic Typing Headquarters, Inc.
19 Hunt Road
Orangeburg, NY 10962

Harvard Supply Company
P.O. Box 32
Melrose, MA 02176

Lustro, Inc.
440 Speedwell Avenue
Morris Plains, NJ 07950

Radio Shack Eduation Division
National Bid Department
1400 One Tandy Center
Fort Worth, TX 76102

Teaching Aids, Inc.
P.O. Box 1798
Costa Mesa, CA 92628

Timers

Artistic Typing Headquarters, Inc.
19 Hunt Road
Orangeburg, NY 10962

Harvard Supply Company
P.O. Box 32
Melrose, MA 02176

Lustro, Inc.
440 Speedwell Avenue
Morris Plains, NJ 07950

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Teaching Aids, Inc.
P.O. Box 1798
Costa Mesa, CA 92628

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2. Wisconsin Department of Public Instruction. *Comparison of School Building Areas as "Required" by the 1978 State Building Code and as "Recommended" by Educational Authorities.* Rev. Ed. Madison, WI: Department of Public Instruction, 1978.

3. Wisconsin Department of Public Instruction. *Guidelines for Planning Industrial Education Facilities and Equipment.* Bulletin No. 9167. Madison, WI: Department of Public Instruction, p. 8.

4. *Ibid.*, p. 9.

5. Gwynne, Susan K., ed. *Guide for Planning Educational Facilities.* Columbus, OH: Council of Educational Facility Planners, 1976, pp. J-3 and J-4.

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Legal Responsibilities 7

Classroom Safety
Field Trips
Teacher Liability Insurance
Copyright Law Guidelines
Student Rights
Student Records

A teacher is required to provide a safe environment for all students, either in the traditional and comparatively safe setting of regular classrooms or the high-risk settings such as shops, laboratories, field trips, and athletic events. To insure a standard of care which is basically what anyone would be expected to maintain, several recommendations are suggested in the sections that follow.

Classroom Safety

- Teach a safety unit regarding the operation of equipment. Discuss topics such as loose clothing, jewelry, and hair length. Document this instruction in a lesson plan. Also keep a copy of the student's quizzes as proof that the students did know the proper procedures.
- Post safety reminders in conspicuous places around equipment.
- Provide adequate preinstruction regarding high-risk situations.
- Report faulty or damaged equipment and discontinue use until repairs are made.
- Provide a safe arrangement of classroom furniture and equipment.

Field Trips

- Be certain the trip is authorized by the school administration.
- Determine whether the students will be considered "invitees" or "licensees." Be cautious about taking students to places where they will be regarded as licensees.
- Know what dangers the particular trip might present and make plans to avoid those dangers.
- Inform students in advance of possible hazards, and instruct them concerning rules and regulations to be observed.
- Provide for greater supervision than that which would be considered adequate on the school premises. Use certified school personnel, their numbers to be determined by the number of students, the students' ages and physical and mental abilities, and the hazards they are likely to encounter.
- Be sure that tours through establishments such as factories are under the direct supervision of a qualified employee of the company, and do not assume unfamiliar duties on such tours.
- When travel is necessary, use school or public transportation.
- Use parental permission slips as a safety device, but don't be deceived—they do not absolve the teacher's legal responsibility.
- Avoid water activities. If they are involved, be sure to have a trained lifeguard on duty.
- Be prepared at all times to answer the court's question: What positive steps did you take to prevent this accident from occurring?

Teacher Liability Insurance

Teacher liability insurance is available to teachers through education association union membership (National Education Association, Wisconsin Education Association Council, American Federation of Teachers, Wisconsin Education of Teachers, and the Milwaukee Teachers' Education Association). Teachers without a union affiliation may secure teacher liability insurance as an additional part of a homeowner's or renter's insurance policy. In addition, the National Business Education Association offers to its members a professional liability plan for educators.

Copyright Law Guidelines*

I. Single Copying for Teachers

A single copy may be made of any of the following items by or for a teacher upon request for scholarly research or use in teaching or preparing to teach a class:

A. A chapter from a book
B. An article from a periodical or newspaper
C. A short story, short essay, or short poem, whether or not from a collective work
D. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper

II. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil per course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

A. The copying meets the tests of brevity and spontaneity as defined below
B. The copying meets the cumulative effect test as defined below
C. Each copy includes a notice of copyright

Definitions

Brevity:

(i) Poetry: (a) complete poem if less than 25 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words

(ii) Prose: (a) either a complete article, story, or essay of less than 2,500 words or (b) an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words

(Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

(iii) Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue

(iv) "Special" works: Certain works in poetry, prose, or "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience and which fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding, such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10 percent of the words found in the text thereof may be reproduced.

*Agreed March 19, 1976. Ad Hoc Committee on Copyright Law Revision: By Sheldon Elliott Steinbach. Author-Publisher Group: Authors League of America: By Irwin Karp, Counsel. Association of American Publishers, Inc.: By Alexander, C. Hoffman, Chairman, Copyright Committee.

Spontaneity:

(i) The copying is at the instance and inspiration of the individual teacher.

(ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect:

(i) The copying of the material is for only one course in the school in which the copies are made.

(ii) Not more than one short poem, article, story, or essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

III. Prohibitions as to I and II above

Notwithstanding any of the above, the following shall be prohibited:

A. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether or not copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

B. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests, test booklets, answer sheets and like consumable material.

C. Copying shall not:

1. substitute for the purchase of books, publishers' reprints or periodicals
2. be directed by higher authority
3. be repeated with respect to the same item by the same teacher from term to term

D. No charge shall be made to the student beyond the actual cost of the photocopying.

IV. Videotaping

If videotapes of programs can be purchased, teachers may not videotape privately.

Student Rights

The Department of Public Instruction publishes a pamphlet entitled "Student Rights in Wisconsin Public Elementary and Secondary Schools." This publication provides background information on rights for students, parents, professional educators, and the governing bodies of local educational agencies (LEAs), and it includes an annotated bibliography of selected resources.

The laws pertaining to student rights are constantly evolving and teachers should be alert to new developments. It is best to frequently check with the district administrator, the building principal, and/or the district handbook regarding general school board policies.

Privacy in Education

A recently published book, *Privacy in Education*, brings together detailed information on federal privacy laws and regulations, presents guidelines for their implementation, and then applies them to the development of procedures for privacy and protection of human subjects in three different kinds of educational institutions.

Privacy in Education examines the history of privacy legislation and its impact on the educational community. The Freedom of Information Act, the Privacy Acts of 1974 and 1975, the Family Educational Rights and Privacy Act (better known as the Buckley Amendment), and the National Research Act are described in detail. Their implications are illustrated through two institutional case studies.

In addition, the book devotes chapters to federal and state involvement in privacy and the protection of human subjects; collection, maintenance, and release of student records by school systems; privacy and the requirements of institutions of higher education; and the protection of human subjects in educational research and development.

Privacy in Education is available from Research for Better Schools, 444 North Third Street, Philadelphia, PA 19123.

Student Records

Federal and state statutes govern confidentiality and maintenance of public school student records. The federal statutes are defined by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code (USC) Section 1,232g and 34 Code of Federal Regulations (CFR) Part 99. The Wisconsin statute related to pupil records, Section 118.125, Wis. Stats., is reprinted below.

> **118.125 Pupil records.** (1) Definitions. In this section:
>
> (a) "Behavioral records" means those pupil records which include psychological tests, personality evaluations, records of conversations, any written statement relating specifically to an individual pupil's behavior, tests relating specifically to achievement or measurement of ability, the pupil's physical health records and any other pupil records which are not progress records.
>
> (b) "Directory data" means those pupil records which include the pupil's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received and the name of the school most recently previously attended by the pupil.

(c) "Progress records" means those pupil records which include the pupil's grades, a statement of the courses the pupil has taken, the pupil's attendance record and records of the pupil's school extracurricular activities.

(cm) "Pupil health care records" means all records related to the health of an elementary or high school pupil prepared by or under the supervision of a health care provider, as defined under s. 146.81 (1), except those records subject to s. 51.30 or records of tests administered under s. 343.305.

(d) "Pupil records" means all records relating to individual pupils maintained by an elementary or high school but does not include notes or records maintained for personal use by a teacher or other person who is required by the department under s. 115.28 (7) to hold a certificate, license or permit if such records and notes are not available to others nor does it include records necessary for, and available only to persons involved in, the psychological treatment of a pupil.

(2) Confidentiality. All pupil records maintained by a public school shall be confidential, except as provided in pars. (a) to (i). The school board shall adopt regulations to maintain the confidentiality of such records.

(a) A pupil, or the parent or guardian of a minor pupil, shall, upon request, be shown and provided with a copy of the pupil's progress records.

(b) An adult pupil or the parent or guardian of a minor pupil shall, upon request, be shown, in the presence of a person qualified to explain and interpret the records, the pupil's behavioral records. Such pupil or parent or guardian shall, upon request, be provided with a copy of the behavioral records.

(c) The judge of any court of this state or of the United States shall, upon request, be provided by the school district clerk with a copy of all progress records of a pupil who is the subject of any proceeding in such court.

(d) Pupil records may be made available to persons employed by the school district which the pupil attends who are required by the department under s. 115.28 (7) to hold a certificate, license or permit and other school district officials who have been determined by the school board to have legitimate educational interests.

(e) Upon the written permission of an adult pupil, or the parent or guardian of a minor pupil, the school shall make available to the person named in the permission the pupil's progress records or such portions of his behavioral records as determined by the person authorizing the release.

(f) Pupil records shall be provided to a court in response to subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action or their attorneys if said records would be relevant and material to a witness's credibility or competency.

(g) The school board may provide the department or any public officer with any information required under chs. 115 to 121.

(h) Information from school health records shall be made available to state and local health officials to carry out the purposes of s. 140.05 (16).

(i) The district board of the vocational, technical and adult education district in which the public school is located, or the department of health and social services or a county department under s. 46.215, 46.22 or 46.23 for verification of eligibility for public assistance under ch. 49, shall, upon request, be provided by the school district clerk with the names of pupils who have withdrawn from the public school prior to graduation under s. 118.15 (1) (c).

(j) 1. Except as provided under subd. 2, directory data may be disclosed to any person, if the school has given public notice of the categories of information which it has designated as directory data with respect to each pupil and has allowed a reasonable time thereafter for the parent, legal guardian or

guardian ad litem of any pupil to inform the school that all or any part of the directory data may not be released without the prior consent of the parent, legal guardian or guardian ad litem.

2. If a school has given public notice that a pupil's name and address has been designated as directory data, has allowed a reasonable time thereafter for the parent, legal guardian or guardian ad litem of the pupil to inform the school that the pupil's name and address may not be released without the prior consent of the parent, legal guardian or guardian ad litem and the parent, legal guardian or guardian ad litem has not so informed the school, the school district clerk, upon request, shall provide a vocational, technical and adult education district board with the name and address of each such pupil who is expected to graduate from high school in the current school year.

(2m) Confidentiality of Pupil Health Care Records.

(b) Any part of a pupil health care record that concerns the results of a test for the presence of HIV or an antibody to HIV shall be treated as provided under s. 146.025.

(3) Maintenance of Records. Each school board shall adopt rules in writing specifying the content of pupil records and the time during which pupil records shall be maintained, except that no behavioral records may be maintained for more than one year after the date upon which the pupil graduated from or last attended the school, unless the pupil specifies in writing that individual behavioral records may be maintained. Rules adopted under this subsection shall be published by the school board as a class 1 notice under ch. 985. Pupils records need not be maintained for a period of longer than 5 years after the pupil ceases to be enrolled in the school. School districts may maintain such records on microfilm or in such form as the board deems appropriate.

(4) Transfer of Records. Within 5 working days, a school district shall transfer to another school or school district all pupil records relating to a specific pupil if the transferring school district has received written notice from the pupil if he or she is an adult or his or her parent or guardian if the pupil is a minor that the pupil intends to enroll in the other school or school district or written notice from the other school or school district that the pupil has enrolled or from a court that legal custody of the pupil has been transferred to the department of health and social services for placement in juvenile correctional facility. In this subsection "school" and "school district" include any state juvenile correctional facility which provides an educational program for its residents instead of or in addition to that which is provided by public and private schools.

(5) Use for Suspension or Expulsion. Nothing in this section prohibits the use of a pupil's records in connection with the suspension or expulsion of the pupil or the use of such records by a multidisciplinary team under ch. 115.

(6) Application to Existing Records. Any records existing on June 9, 1974 need not be revised for the purpose of deleting information from pupil records to comply with this section.

Section note: Ch. 418, Laws of 1977; Ch. 205, Laws of 1979; Chs. 20, 273, Laws of 1981; 1983 Act 189; 1985 Act 218; 1987 Acts 27, 70

Professional Literature 8

Educational Publications

Business Publications

Student Publications

Department of Public Instruction Publications

Professional literature should become a part of every business teacher's reading. Some of the best-known professional education and business publications for business educators are listed in the sections that follow.

Educational Publications

American Teacher, American Federation of Teachers, 555 New Jersey Avenue, NW, Washington, DC 20001. Included with membership, eight issues/year.

The Balance Sheet,* South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227. Five issues/year.

Business Education Forum, National Business Education Association, 1914 Association Drive, Reston, VA 22091. Included with membership, eight issues/year.

Business Education Index, Gustavus Adolphus College, St. Peter, MN 56082. Included with membership, otherwise subscription fee, annual.

Business Education World,* Gregg Division, 1221 Avenue of the Americas, New York, NY 10020. Semiannual.

Business Exchange,* Houghton Mifflin Company, 1900 South Batavia Avenue, Geneva, IL 60134. Semiannual.

Clearing House, Heldref Publications, 4000 Albemarle Street NW, Washington, DC 20016. Subscription fee, eight issues/year.

Computers in Business Education,* MPC Educational Publishers, 3839 White Plains Road, Bronx, NY 10467-5394. Eight issues/year.

Delta Pi Epsilon, Gustavus Adolphus College, St. Peter, MN 56082. Included with membership, otherwise subscription fee, quarterly.

The Journal of Computer Information Systems, Society of Data Education, College of Business-IDS, James Madison University, Harrisburg, VA 22807. Included with membership, otherwise subscription fee, quarterly.

Journal of Education for Business, Heldref Publications, 4000 Albemarle Street NW, Washington, DC 20016. Subscription fee, eight issues/year.

Journal of Economic Education, Department of Economics, University of Illinois at Urbana-Champaign, Urbana, IL 61801. Subscription fee, quarterly.

NBEA Yearbook, National Business Education Association, 1914 Association Drive, Reston, VA 22091. Included with membership, annual.

News & Views, Wisconsin Education Association Council, P.O. Box 8003, Madison, WI 53708. Included with membership, monthly.

*No charge for business educators

Phi Delta Kappan, P.O. Box 789, Bloomington, IN 47402-0789. Included with membership, otherwise subscription fee, ten issues/year.

Today's Education, National Education Association, 1201 16th Street NW, Washington, DC 20036. Included with membership, annual.

Viewpoints in Business Education,* MPC Educational Publishers, 3839 White Plains Road, Bronx, NY 10467-5394. Eight issues/year.

Vocational Education Journal, American Vocational Association, 2020 North 14th Street, Arlington, VA 22201. Included with membership, otherwise subscription fee, nine issues/year.

WBEA News & Views, Wisconsin Business Education Association. Included with membership, fall and spring.

Wisconsin Vocational Educator, Vocational Studies Center, 964 Educational Sciences Building, School of Education, University of Wisconsin-Madison, 1025 West Johnson Street, Madison, WI 53706.*

Business Publications

ACCI Newsletter, American Council on Consumer Interests, 240 Stanley Hall, University of Missouri, Columbia, MO 65211. Subscription fee, nine issues/year.

ARMA Records Management Quarterly, Association of Records Managers and Administrators, Suite 215, 4200 Somerset Drive, Prairie Village, KS 66208. Subscription fee, quarterly.

The AOR Observer, 812 Via Tornasol, P.O. Box 1119, Aptos, CA 95003. Subscription fee, bimonthly.

Barrons, Dow Jones & Company, Inc., 200 Burnett Road, Chicopee, MA 01021. Subscription fee, complimentary with student subscriptions, weekly.

Business Computer Digest, 10076 Boca Entrada Boulevard, Boca Raton, FL 33433. Subscription fee, monthly.

Business Computer Systems, Cahners Publishing Company, Box 17452, Denver, CO 80217. Free to qualified subscribers, otherwise subscription fee, monthly.

Business Computing, P.O. Box 815, Tulsa, OK 74101. Subscription fee, monthly.

Business Week/EIP, P.O. Box 696, Hightstown, NJ 08520. Subscription fee, weekly.

Business Systems Product Update, Prime Star Research, Inc., 701 East Irving Park Road, Roselle, IL 60172. Subscription fee, monthly.

*No charge for business educators

Business Systems Update, Prime Star Research, Inc., 701 East Irving Park Road, Roselle, IL 60172. Subscription fee, monthly.

Byte: The Small Systems Journal, Subscription Department, P.O. Box 597, Martinsville, NJ 08836-9956. Subscription fee, monthly.

Computer Decisions, Hayden Publishing Company, Inc., P.O. Box 1418, Riverton, NJ 08077. Free to qualified subscribers, otherwise subscription fee, 15 issues/year.

Computer Products, Gordon Publications, P.O. Box 1952, Dover, NJ 07801-0952. Free to qualified subscribers, bimonthly.

Computerworld, P.O. Box 1016, Southeastern, PA 19398-9984. Subscription fee, weekly.

Creative Computing, P.O. Box 789-M, Morristown, NJ 07960. Subscription fee, monthly.

Data Base, South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227.

Data Communications, McGraw-Hill, 1221 Avenue of the Americas, New York, NY 10020. Subscription fee, monthly.

Data Management, Data Processing Management Association, 505 Busse Highway, Park Ridge, IL 60068. Included with membership, monthly.

Data Processor, International Business Machines Corporation, 1133 Westchester Avenue, White Plains, NY 10604. Quarterly.

Datamation, Magazine Circulation Department, 875 Third Avenue, New York, NY 10022. Subscription fee, 24 issues/year.

Forbes, Forbes Building, 60 Fifth Avenue, New York, NY 10011. Subscription fee, educational discount, 29 issues/year.

Fortune, Time, Inc., Time and Life Building, 541 North Fairbanks Court, Chicago, IL 60611. Subscription fee, 26 issues/year.

Harvard Business Review, Subscription Service Department, P.O. Box 3000, Woburn, MA 01888. Subscription fee, bimonthly.

Impact: Office Automation, AMS, 2360 Maryland Road, Willow Grove, PA 19090. Subscription fee, monthly.

Information Processing, IBM, Information Systems Group, 1133 Westchester Avenue, White Plains, NY 10604. Free to qualified subscribers.

Information and Records Management, 101 Crossways Park West, Woodbury, NY 11797. Subscription fee, 13 issues/year.

Information Systems News, CMP Publications, 333 East Shore Road, Manhassett, NY 11030. Free to qualified subscribers, otherwise subscription fee, biweekly.

Infosystems, Hitchcock Publishing Company, 25 W 550 Geneva Road, Wheaton, IL 60188. Subscription fee, monthly.

Infoworld, Popular Computing, Inc., 375 Cochituate Road, Box 837, Framingham, MA 01701-9987. Subscription fee, biweekly.

Interface: The Computer Education Quarterly, 915 River Street, Santa Cruz, CA 95060. Subscription fee, quarterly.

Journal of Accountancy, AICPA, 1211 Avenue of the Americas, New York, NY 10036. Included with membership, otherwise subscription fee, monthly.

Journal of Consumer Affairs, American Council on Consumer Interests, 240 Stanley Hall, University of Missouri, Columbia, MO 65211. Subscription fee, semiannually.

Journal of Information and Image Management, 1100 Wayne Avenue, Silver Spring, MD 20910. Included with membership, otherwise subscription fee, monthly.

Journal of Information Systems Management, Auerbach, 6560 North Park Drive, Pennsauken, NJ 08109. Subscription fee, quarterly.

Journal of Systems Management, 24587 Bagley Road, Cleveland, OH 44138. Subscription fee, monthly.

Management Technology, Subscription Service Department, P.O. Box 1019, Manasquan, NJ 08736. Subscription fee, monthly.

Management World, AMS, 2360 Maryland Road, Willow Grove, PA 19090. Included with membership, otherwise subscription fee, monthly.

Micro Communications, Circulation Department, 500 Howard Street, San Francisco, CA 94105. Subscription fee, monthly.

Microcomputing, Wayne Green, Inc., 80 Pine Street, Peterborough, NH 03458. Subscription fee, monthly.

Mini-Micro Systems, Cahners Publishing Company, 221 Columbus Avenue, Boston, MA 02116. Free to qualified subscribers, otherwise subscription fee, monthly.

MIS Week, P.O. Box 1003, Manasquan, NJ 08736. Free to qualified subscribers, otherwise subscription fee, weekly.

Modern Office Technology, 1111 Chester Avenue, Cleveland, OH 44114. Free to qualified subscribers, otherwise subscription fee, monthly.

The Office, Office Publications, Inc., Circulation Department, 1600 Summer Street, Stamford, CT 06904. Free to qualified subscribers, otherwise subscription fee, monthly.

Office Administration and Automation, Geyer-McAllister Publications, Inc., P.O. Box 1129, Dover, NJ 07801. Subscription fee, monthly.

Office Equipment and Methods, Maclean Hunter Building, 777 Bay Street, Toronto, Ont. M5W 1A7, Canada. Subscription fee, 10 issues/year.

On Wisconsin Computing Newsletter,* Wisconsin Center for Education Research, 1025 West Johnson Street, Madison, WI 53706. Quarterly.

The Office Products Analyst Newsletter, Suite 1606, 150 Broadway, New York, NY 10038. Subscription fee, monthly.

Output, Technical Publishing, 1301 South Grove Avenue, Barrington, IL 60010. Subscription fee, monthly.

PC Products,* Cahners Publishing Company, 270 St. Paul Street, Denver, CO 80206. Subscription fee, monthly.

PC World, PC World Communications, Inc., 555 De Haro Street, San Francisco, CA 94107. Subscription fee, monthly.

Records Management Quarterly, Association of Records Managers and Administrators, Inc., P.O. Box 8540, Prairie Village, KS 66208. Included with membership, otherwise subscription fee, quarterly.

The Secretary, Professional Secretaries International, 301 East Armour Boulevard, Kansas City, MO 64111-1299. Subscription fee, nine issues/year.

The Seybold Report on Publishing Systems, Seybold Publications, Inc., P.O. Box 644, Media, PA 19063. Subscription fee, educational discount, 24 issues/year.

Software Age,* 2211 Fordem Avenue, Madison, WI 53701. Monthly.

Software News, Technical Publishing Company, 875 Third Avenue, New York, NY 10022. Free to qualified subscribers, otherwise subscription fee, monthly.

Systems and Software, Hayden Publishing Company, Inc., P.O. Box 1418, Riverton, NJ 08077. Subscription fee, monthly.

Tax Adviser, AICPA, 1211 Avenue of the Americas, New York, NY 10036-8775. Subscription fee, monthly.

Telecommunications, Horizon House-Microwave, Inc., 610 Washington Street, Dedham, MA 02026. Free to qualified subscribers, otherwise subscription fee, monthly.

Telecommunication Products and Technology, Circulation Department, 1421 South Sheridan, Tulsa, OK 74101. Free to qualified subscribers, otherwise subscription fee, monthly.

Today's Office,* 645 Stewart Avenue, Garden City, NY 11530. Monthly.

Training Magazine, Circulation Department, 50 South Ninth Street, Minneapolis, MN 55402. Subscription fee, monthly.

*No charge for business educators

Typeworld, 15 Oakridge Circle, Wilmington, MA 01887. Subscription fee, triweekly.

Viewpoint, IBM, General Systems Division, P.O. Box 2068, Atlanta, GA 30055. Included with system purchase, bimonthly.

Wall Street Journal, Dow Jones & Company, Inc., 200 Burnett Road, Chicopee, MA 01021. Subscription fee, daily.

The Word, Office Technology Management Association, Inc., Suite 211, 9401 West Beloit Road, Milwaukee, WI 53227. Included with membership, otherwise subscription fee, bimonthly.

Words, Association of Information Systems Professionals, 1015 North York Road, Willow Grove, PA 19090. Included with membership, otherwise subscription fee, bimonthly.

Student Publications

Current Consumer, Curriculum Innovations, Inc., 3500 Western Avenue, Highland Park, IL 60035. Subscription fee, nine issues/year.

Modern Secretary,* Madison Business College, 1110 Spring Harbor Drive, Madison, WI 53705. Monthly.

OEA Communique, Office Education Association, 5454 Cleveland Avenue, Columbus, OH 43229. Included with membership, otherwise subscription fee, quarterly.

The Secretary, Professional Secretaries International, 2440 Pershing Road, Kansas City, MO 64108. Subscription fee, monthly.

Tomorrow's Business Leader, Future Business Leaders of America, 1908 Association Drive, Reston, VA 22091. Included with membership.

Department of Public Instruction Publications

BE Newsletter,* Department of Public Instruction, Business Education Section, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841. Quarterly.

FBLA Adviser's Handbook,* Department of Public Instruction, Business Education Section, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

*Maximizing Options for Students in Business** (a six-unit curriculum that addresses the topics of sex equity and technology related to business careers), Department of Public Instruction, Vocational Education Section, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

A Guide to Curriculum Planning in Business Education, Department of Public Instruction, Business Education Section, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

*No charge for business educators

Professional Organizations, Conferences, and Activities 9

Educational Organizations

Business Organizations

Wisconsin Business Education Association Executive Board Directory

Wisconsin Business Education Association Constitution

Wisconsin Business Education Association By-Laws

Early History of the Wisconsin Business Education Association

Calendar of Events

Professional Activities Outline

A professional teacher is an active, participating member of professional organizations. Membership in an organization helps the business teacher keep up to date with changes concerning education, provides an opportunity to meet other business educators, and enables the teacher to receive additional sources of information which can be quite helpful.

Listed is a sampling of names and addresses of educational and educationally oriented business organizations. Information regarding the purposes, structure, and membership requirements of these organizations can be obtained by writing to the addresses listed.

Educational Organizations

American Federation of Teachers
555 North Jersey Avenue NW
Washington, DC 20001

Wisconsin Federation of Teachers
2021 Atwood Avenue
Madison, WI 53704

American Vocational Association
2020 North 14th Street
Arlington, VA 22201

Wisconsin Vocational Association
Inn on the Park
22 South Carroll Street
Madison, WI 53703

Delta Pi Epsilon
National Office
Gustavus Adolphus College
St. Peter, MN 56082

Future Business Leaders of America-Phi Beta Lambda, Inc.
Alumni Division
P.O. Box 17417 – Dulles
Washington, DC 20041

International Society for Business Education
1914 Association Drive
Reston, VA 22091-1596

National Business Education Association
1914 Association Drive
Reston, VA 22091-1596

Wisconsin Business Education Association
Vicki Christensen
William Horlick High School
2119 Rapids Drive
Racine, WI 53404

National Education Association
1201 16th Street NW
Washington, DC 20036

Wisconsin Education Association Council
101 West Beltline Highway
P.O. Box 8003
Madison, WI 53708

Business Organizations

Administrative Management Association
2360 Maryland Road
Willow Grove, PA 19090
(Chapters in Madison, Milwaukee, and Minneapolis)

The Association for Business Communication
Room 100, English Building
University of Illinois
608 South Wright Street
Urbana, IL 61801

Association of Records Management and Administrators
4200 Somerset Drive, Suite 215
Prairie Village, KS 66208
(Chapters in Madison, Milwaukee, and Minneapolis)

Data Processing Management Association
505 Busse Highway
Park Ridge, IL 60068-3191
(Chapters in Milwaukee, Minneapolis, and Stevens Point)

National Association of Bank Women
Chicago Headquarters
500 North Michigan Avenue, Suite 1400
Chicago, IL 60611
(Various local chapters in Wisconsin)

National Association of Insurance Women, International
P.O. Box 4410
Tulsa, OK 74159
(Various local chapters in Wisconsin)

Office Technology Management Association
Suite 101
9401 West Beloit Road
Milwaukee, WI 53227

Professional Secretaries International
301 East Armour Boulevard
Kansas City, MO 64111-1299
(Chapters in Appleton, Beloit, Eau Claire, Fond du Lac, La Crosse, Madison, Manitowoc-Two Rivers, Marshfield, Menomonie, Milwaukee, Oshkosh, Racine, River Falls, Sheboygan, Wausau, West Bend, and Whitewater)

Wisconsin Educational Secretaries Association
9610 39th Avenue
Kenosha, WI 53142

Wisconsin Business Education Association Executive Board Directory

President

Vicki Christensen
William Horlick High School
2119 Rapids Drive
Racine, WI 53404
(414) 631-7008

President-Elect

Barb Dougal
Parker High School
3125 Mineral Point Road
Janesville, WI 53545
(608) 754-0265

Membership/Information Processing Officer

Anita Weier
Hamilton High School
W220 N6151 Town Line Road
Sussex, WI 53089
(414) 246-6471

Treasurer

Vern Pleggenkuhle
Central High School
8516 West Lincoln Avenue
West Allis, WI 53227
(414) 545-6402

Secretary

Pam Cook
Nicolet High School
6701 North Jean Nicolet Road
Glendale, WI 53217
(414) 352-7110

Past President

Dan Relph
Middleton High School
7400 North Avenue
Middleton, WI 53562
(608) 836-7641

News & Views Editors

Neil Dortch
Department of Business Education and Office Administration
University of Wisconsin-Whitewater
Whitewater, WI 53190
(414) 472-1322

Pernell Hewing
Department of Business Education and Office Administration
University of Wisconsin-Whitewater
Whitewater, WI 53190
(414) 472-1322

News & Views Business Manager

Randall Olson
Department of Business Education and Office Administration
University of Wisconsin-Whitewater
Whitewater, WI 53190
(414) 472-1350

VTAE Representatives

Jim Eignefeld (South)
Waukesha County
Technical Institute
800 Main Street
Pewaukee, WI 53072
(414) 691-5566

Annette Grahn (North)
Western Indianhead Technical Institute
1900 College Drive
Rice Lake, WI 54868
(715) 234-7082

Members at Large

Mark Detert
Gregg/McGraw-Hill
1513 Delaware Boulevard
Madison, WI 53704
(608) 249-0617

Joanne Dow
Business Division Supervisor
District One Technical Institute
Eau Claire, WI 54701
(715) 836-3984

Patrick Glynn
Bradford High School
7918 47th Avenue
Kenosha, WI 53142
(414) 694-8126

Marcia James
Department of Business Education
and Office Administration
University of Wisconsin-Whitewater
Whitewater, WI 53190
(414) 472-1322

District Representatives

Janet Allison (District I)
Bloomer High School
1310 17th Avenue
Bloomer, WI 54724
(715) 568-5300

Darlene Wotachek (District II)
Manitowoc High School
1433 South Eighth Street
Manitowoc, WI 54220
(414) 683-4846

Judi Olson (District III)
D.C. Everest High School
6500 Alderson
Schofield, WI 54476
(715) 359-6561

Ken Piaro (District (IV)
J.I. Case High School
7345 Washington Avenue
Racine, WI 53406
(414) 886-2716

Nancy Potter (District V)
Edgerton High School
200 Elm High Drive
Edgerton, WI 53534
(608) 884-9402

Carolyn Thill-Ritter (District VI)
Milwaukee Public Schools
Administrative Building
P.O. Box 10K
Milwaukee, WI 53201
(414) 475-8056

DPI Representatives

Linda C. Abram
Joan W. Blank
Supervisors of Business Education
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-2138; (608) 266-2348

VTAE Representative

Mike Tokheim
Business Occupations Consultant
WBVTAE
310 Price Place
P.O. Box 7874
Madison, WI 53707
(608) 266-1287

Representatives to the N-CBEA Board

Dan Relph
Middleton High School
7400 North Avenue
Middleton, WI 53562
(608) 836-7641

Anita Weier
President-Elect of N-CBEA
Hamilton High School
W220 N6151 Town Line Road
Sussex, WI 53089
(414) 246-6471

Student Representatives

Student representatives from each of the institutions offering business education certification are selected in the fall.

Photographer

Carol Wegner
2440 North 40th Street
Milwaukee, WI 53210
(414) 444-2974

Convention Chairperson

Dan Relph
Middleton High School
7400 North Avenue
Middleton, WI 53562
(608) 836-7641

Convention Registration Chairperson

Sharon Turner
Hamilton High School
W220 N6151 Town Line Road
Sussex, WI 53089
(414) 246-6471

Local Convention Chairpersons

Phyllis Heath
5720 South 41st Street
Greenfield, WI 53221
(414) 421-1685

Robert Kessler
School District of West Allis
9333 West Lincoln Avenue
West Allis, WI 53227
(414) 546-5563

Karen Loduca
Greendale High School
6801 Southway
Greendale, WI 53129
(414) 423-0110

Ken Piaro
J.I. Case High School
7345 Washington Avenue
Racine, WI 53406
(414) 886-2716

Bob Steiber
Hamilton High School
6215 West Warnimont
Milwaukee, WI 53220
(414) 541-7720

Carolyn Thill-Ritter
Milwaukee Public Schools
Administrative Building
P.O. Box 10K
Milwaukee, WI 53201
(414) 475-8056

Wisconsin Business Education Association Constitution
(Adopted April 18, 1980)

Article I. Name

The name of this organization shall be the Wisconsin Business Education Association, Incorporated.

Article II. Objectives

The purpose of this organization shall be to develop and carry out a sustained and planned program for Wisconsin business education teachers through programs, bulletins, research studies, and educational investigations.

Further objectives of the organization are:

To maintain close and effective contacts with the field of business.

To interpret the value and requirements of business education to school administrators, guidance counselors, boards of education, and the pubiic.

To promote the professional spirit among the business educators of Wisconsin.

To promote the interests of business education in the business teacher preparation courses.

To promote the interests of business education at all educational levels within the State of Wisconsin and to cooperate with other agencies endeavoring to improve business education anywhere in the nation.

Article III. Membership

Anyone who is interested in business education shall be eligible for membership.

Active Membership

The payment of the annual prescribed membership fee shall entitle one to active membership in this Association.

Student Membership

Any student who is pursuing a study of business education at the post-secondary level will be eligible for membership upon payment of the annual student membership fee.

Life Membership

Active members who acquired life memberships prior to July 1, 1978, will remain life members.

Commencing July 1, 1982, life membership shall be available at a fee equal to fifteen (15) times the current annual membership fee.

Honorary Membership

Any persons who have rendered outstanding service or have made outstanding contributions to the development of business education may be elected to honorary membership by approval of the Executive Board. The persons receiving the Outstanding Business Educator awards will receive honorary membership in the Wisconsin Business Education Association.

The Wisconsin Business Education Association Outstanding Business Educator Awards are annual awards made to two individuals in Wisconsin. The two categories for the awards are Secondary (Grades 7-12) and Post-secondary (any educational institution beyond high school).

One member-at-large shall be designated by the president each year to be responsible for receiving nominations for the Outstanding Business Educator Awards. The president will appoint a committee to review all nomination papers submitted. The committee's recommendations will be acted upon by the voting members of the WBEA Board at the winter meeting.

Article IV. Organization

Section 1. Officers

The officers of this Association shall be a president, a president elect, a membership/information processing manager, a secretary, and a treasurer.

The president and president elect shall serve a term of one year. The president elect shall become president the following year.

The membership/information processing manager is a two-year, appointed position.

The secretary and the treasurer shall be elected in alternate years to serve terms of two years.

The officers of the Association may be reelected for one additional term.

Section 2. Advisory Council

The personnel of the advisory council shall consist of one member from each district of the state. (The districts shall follow those outlined by the state education association.) In addition to the preceding members, two additional advisory council members shall be appointed to represent the vocational, technical and adult districts. The advisory council members are to be appointed by the president with the approval of the Executive Board for three-year terms to represent and to promote the Wisconsin Business Education Association, Incorporated.

Additional members may be appointed to the Advisory Council at the discretion of the Executive Board.

Section 3. Executive Board

The Executive Board shall consist of the present officers, the immediate past president, the publications chairman, and four members elected at large by the Association to serve a term of four years—one member to be elected each year.

The publications chairman shall be appointed by the president with the approval of the Executive Board for a minimum of two years.

Each Executive Board and Advisory Council member shall be entitled to one vote at Executive Board meetings.

Section 4. Legislative Committee

The legislative committee shall have the chairman appointed by the president. The responsibilities of the legislative committee shall be:

a. To act in a liaison capacity between this association and governmental bodies when requested by the Executive Board.

b. To submit timely news items for inclusion in the *WBEA News & Views* to keep the membership informed of legislation pertinent to the purposes of the association.

Article V. Amendments

To amend this Constitution, it shall be necessary to present the proposed amendment in writing to the secretary at least 60 days before the annual meeting. It must be published in the *WBEA News & Views* at least 30 days prior to the annual meeting. The Association, at its annual meeting, may adopt, amend, or reject the amendment, but its adoption shall require a two-thirds vote of the members present.

Wisconsin Business Education Association By-Laws

By-Law 1. Dues

The amount of annual dues shall be established by the Executive Board and shall entitle one to professional or student membership in this Association for one fiscal year or life membership.

By-Law 2. Fiscal Year and Term of Office

The fiscal year shall begin on July 1 and end on June 30.
A term of office and membership year shall coincide with the fiscal year.

By-Law 3. Duties of the Officers

President

The president shall preside at the annual meeting of this Association and at all meetings of the Executive Board and Advisory Council. It shall be the president's responsibility to call all special meetings relative to Association business and to direct the Association through the set term of office.

President-Elect

The president-elect shall assist in the formation of the program for the annual convention. In the absence of the president, the president-elect shall serve as president.

Past President

The past president shall direct the formation of the program for the annual convention.

Vice President

The vice president shall act as membership chairman and maintain a complete record of the members of the Association.

Secretary

The secretary shall keep accurate minutes of the proceedings of all meetings of the Association and Executive Board, carry on the general correspondence of the Association, act as the liaison between the Executive Board and the registration chairman for the annual convention, and perform such other duties pertaining to this office.

Treasurer

The treasurer shall have custody of all money and assets of the Association, keep an accurate account of all receipts and expenses of the Association, pay all bills approved by the president and the Executive Board, prepare an annual report for the Association, and act as chairman of the exhibit committee for the annual convention.

By-Law 4. Rules

The rules contained in *Robert's Rules of Order—Newly Revised* shall cover the Association in all cases to which they are applicable, and in which they are not inconsistent with the rules of order (or by-laws) of this Association. A parliamentarian shall be appointed for one year by the president.

By-Law 5. Quorum

Fifty members shall constitute a quorum for the transaction of business at the annual meeting of the Association.

Five members of the Executive Board shall constitute a quorum of that body.

By-Law 6. Election of Officers

A nominating committee shall be appointed by the president with the approval of the Executive Board. The committee shall consist of three members including the immediate past president, who will serve as chairman. The nominating committee shall present a recommended slate of officers at the annual meeting. Additional nominations may be made from the floor with the provision: written acceptance by the proposed nominee must be received by the chairperson of the nominating committee at least two (2) weeks prior to the annual meeting.

By-Law 7. Vacancies

In the event that vacancies occur in an office or other elected position, vacancies shall be filled by a majority vote of the Executive Board.

Such appointments shall expire at the end of the current term of office.

By-Law 8. Annual Meeting

The annual meeting of the Association shall be held at the annual convention.

By-Law 9. Audits

An auditing committee of three members, selected by the president and approved by the Executive Board, shall audit the treasurer's records at the close of the fiscal year.

By-Law 10. Publications

The publications chairperson shall serve as editor of the *WBEA News & Views* and shall prepare it for publication. The chairperson shall select an assistant chairman and a business manager with the approval of the Executive Board.

By-Law 11. Amendments to By-Laws

The by-laws may be amended at the annual meeting by a two-thirds vote of the members present.

By-Law 12. Non-Profit Status

This Association is not organized for profit and no part of the net earnings will inure to the benefit of any private shareholder or individual.

By-Law 13. N-CBEA Representative

Beginning in 1981, each state will have a representative on the North-Central Business Education Association Administrative Board for a two-year term. The past president of WBEA will serve in this non-voting capacity unless superseded by voting privileges.

Wisconsin Business Education Association
Membership Application Form

The form below may be used for submitting new or renewal dues.

WBEA Membership Application for _____ School Year Date _____

Name _____
(Last Name) (First Name) (Middle Initial)

School _____

_____ County in which school is located 1 2 3 4 5 6

Mailing Address _____

_____

_____ Phone _____
(Area)

Dues: *Check appropriate category.*

Membership year: July 1, ____ to June 30, ____.

☐ (Regular) Professional Membership Dues $ 12.00

☐ (Student Undergraduate) Student Membership Dues $ 5.00

☐ (Lifetime Membership Dues) 15 Times Annual Dues $ 180.00

____Number of years of business education teaching experience as of June 30, ____.

Please mail your application form and dues to:

Anita Weier
Hamilton High School
W220 N6151 Town Line Road
Sussex, WI 53089-3999

Early History of the Wisconsin Business Education Association

In 1946, Dr. Russell Hosler of the University of Wisconsin-Madison was invited to address the Commercial Division at the Wisconsin Education Association (WEA) convention in Milwaukee. The program chairperson that year felt it desirable for the business teachers to have an opportunity to meet the person who was starting the first graduate program in business education in Wisconsin.

At that time, there was no statewide organization of business teachers but rather a division of the Wisconsin Education Association which did offer sectionals each year at the WEA convention. A sectional chairperson and a secretary were nominated and elected each year "on the spot" with no continuity from year to year. This program division of WEA had no function other than the yearly program, and the development of that program remained primarily the responsibility of the elected chairperson. There was no provision for raising funds for a budget, no executive committee, and no statewide activity functioning throughout the year for the benefit of business teachers. It seemed desirable that a state business education organization be formed in Wisconsin, so several people began exploring the development of such an organization.

At the 1948 meeting of the Commercial Division when tentative plans were being discussed for the hoped-for new organization, a question came up concerning funds to assist the new organization. The only funding the division received was a small subsidy from WEA to help pay the expenses of program participants. At that 1948 meeting, a motion passed that allowed the president to solicit $1 from each business department (*not* each teacher) in the state. Records do not show how much money was raised, but apparently it was sufficient to help in the work of the planning group.

At the 1949 meeting of the Commercial Division, the new constitution establishing the Wisconsin Business Education Association (WBEA) was approved.

The first convention of the WBEA was held in November 1950, in conjunction with the WEA convention in Milwaukee. WBEA provided the business teachers of Wisconsin with an organization that functioned throughout the year with an executive committee and with a budget that permitted the work of the association to be carried on.

The first issue of the Wisconsin Business Education Association publication, *News & Views*, was published in the spring of 1952, during the association's third year. The first issue consisted of 13 mimeographed pages of news of the executive committee, a schedule of forthcoming events, and reviews of two research studies completed at the University of Wisconsin-Madison.

WBEA held its first convention at a time and place separate from WEA in 1968. For the next several years, the organization held its annual convention in Wisconsin Dells.

Membership in WBEA has increased from nearly 200 in 1950 to nearly 1,000 today, and the organization is striving to improve the total business education program in Wisconsin.

Calendar of Events

Conferences and Events for the 1987-88 School Year

1988

March 3-5	DECA (Secondary) State Career Development Conference, Oconomowoc
March 10-12	DECA (Postsecondary) State Leadership and Career Development Conference, Madison
March 16-19	N-CBEA Convention, Detroit, Michigan
March 17-20	OEA Spring Leadership Conference, Green Bay
March 24-26	WBEA Convention, Milwaukee
March 30-April 2	NBEA Convention, Denver, Colorado
April 8-9	PBL State Conference, Whitewater
April 13-15	WVA Conference, Appleton
April 14-16	FBLA State Leadership Conference, Green Bay
April 24-30	Professional Secretaries Week
April 27-May 1	DECA (Secondary) National Conference, Salt Lake City, Utah
April 28-May 1	OEA (Postsecondary) National Conference, Louisville, Kentucky
May	DPI Business Education and FBLA State Advisory Committee Meeting
May 4-7	DECA (Postsecondary) National Conference, Salt Lake City, Utah
June 8-10	VTAE VSO's State Officers' Leadership and Training Conference, Wausau

Future Conventions

FBLA (National)	June 25-July 2, 1988—Cincinnati, Ohio July 5-8, 1989—Orlando, Florida July 2-5, 1990—Washington, D.C.
FBLA (State)	April 6-8, 1989—Green Bay April 5-7, 1990—Green Bay April 11-13, 1991—Green Bay April 8-10, 1992—Green Bay April 1-3, 1993—Green Bay

	April 21-23, 1994—Green Bay April 6-8, 1995—Green Bay
ISBE	July 31-August 6, 1988—Salzburg, Austria 1989—Glasgow, Scotland 1990—Barcelona, Spain 1991—England
NBEA	March 22-25, 1989—Chicago, Illinois April 11-14, 1990—Reno, Nevada March 27-30, 1991—"South"
N-CBEA	Spring 1989—Chicago with NBEA Spring 1990—Ohio Spring 1991—Minnesota Spring 1992—Wisconsin Fall 1992—Iowa
OEA (National)	April 28-May 1, 1989—Dallas, Texas May 3-6, 1990—Minneapolis, Minnesota
PBL (National)	July 3-6, 1988—Cincinnati, Ohio July 9-12, 1989—Orlando, Florida July 6-9, 1990—Washington, D.C.
WBEA (Proposed Sites)	1989—Madison 1990—Eau Claire 1991—Green Bay/Oshkosh/Appleton 1992—Milwaukee/Green Bay (N-CBEA Joint Meeting) 1993—Madison 1994—Green Bay/Oshkosh/Appleton 1995—Eau Claire 1996—Madison
WVA	April 12-14, 1989

Professional Activities Outline

Schedule of Events for Current Year

November

1. Update curriculum.
2. Update course descriptions.
3. Review texts.
4. Contact equipment and supplies vendors.
5. _____

_____

December

1. Prepare budget.
2. Promote business education course offerings.
3. _____

_____

January

1. Turn in budget.*

    a. Audiovisuals
    b. Magazines
    c. Equipment
    d. Conferences
    e. Field trips
    f. Texts
    g. Computer software

2. Prepare state semiannual report for reimbursable vocational program (due January 15).
3. _____

_____

February

1. _____

_____

*May vary somewhat from year to year

March

1. WBEA convention*
2. Select departmental awards scholarship recipients.
3. _____

_____

April

1. NBEA convention*
2. Order awards/scholarship certificates/plaques.
3. _____

_____

May

1. Summer school registration
2. Summer workshop/conference registration
3. Submit application for federal funding.
4. _____

_____

June

1. Review teacher certification.
2. Prepare state semiannual report for reimbursable vocational programs (due June 15).
3. _____

_____

July

1. Attend DPI summer vocational conference.
2. _____

_____

*May vary somewhat from year to year

Promotion of Business Education Programs 10

Suggested Activities

References

Promoting business education programs is an important activity for all business education teachers. Students and the public need to be informed of the variety of course offerings and opportunities afforded by this department. This section contains suggested activities and a bibliography to help business educators with promotion.

Suggested Activities

- Invite guest speakers from local businesses.
- Incorporate student interviews of local businesspeople in class discussions.
- Participate in community service projects.
- Organize a model office occupations and/or cooperative office occupations program.
- Exhibit student work in local banks or department store windows.
- Construct bulletin boards for display inside and outside the classroom.
- Sponsor business seminars for students and adults.
- Develop a resource library in the business education department.
- Take field trips to local business firms.
- Activate or increase involvement in student organizations by participating in local, regional, state, and national activities.
- Communicate with parents and local business firms through the mail.
- Organize an open house for students and parents.
- Arrange to put business students in "up front" positions at assemblies, meetings, and extracurricular events.
- Take a positive stand on the value of general business subjects (Business Law, Business Organization and Management, Consumer Economics, Introduction to Business, etc.) in the curriculum for all students.
- Utilize an advisory committee.
- Encourage support from other faculty members, administrators, and guidance people.
- Promote business education at the junior high, middle school, and elementary school levels.
- Develop student handouts.
- Involve other students in promoting business education programs.
- List course offerings and the suggested sequence in the school catalog.
- Prepare an audiovisual presentation.
- Obtain information on employment projections.
- Obtain information on need for business education as general education.
- Evaluate curriculum offerings regularly.
- Keep alert for new programs, new students, new equipment, and new materials.
- Utilize local news media.
- Prepare a presentation for civic groups.
- Write articles for the school newspaper.
- Recognize achievement of business students.
- Be involved in the placement of graduates, and share the results with current students, guidance counselors, and administrators.
- Conduct a follow-up study of business students.

- Conduct a follow-up study of students from business education classes that are considered to be general education students.
- Participate in business skill contests.
- Encourage interschool activities.
- Establish volunteer practical work experience opportunities at school.
- Initiate a tutoring service.
- Participate in professional and civic organizations.
- Be effective in the classroom!
- Be available to students, parents, and employers beyond the realm of the "normal" school day.
- Eliminate the negative talk about faculty, students, parents, administration, and guidance personnel.
- *Above all*, encourage enthusiasm and professionalism among the business education department members.

These are a few methods that can be used to promote the business education department. The following references are provided for further information.

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Proposal Writing 11

Framework for a Proposal

Request Format for Federally Funded Vocational Education Programs

Special Considerations

Framework for a Proposal

The purpose of preparing a proposal is to secure authorization for some course of action (initiate a new program, obtain release for professional meetings, purchase new equipment, expand facilities, etc.) that the proposer feels would benefit the teacher, department, or school.

The modern business proposal is arranged in an organized format that is either solicited (offering to provide a service which the customer says he or she needs) or unsolicited (offering to provide a service or product which the customer may not presently need, may not be familiar with, and may not have the money for). A modern educational proposal may be used for similar purposes.

A cover letter is written which explains the purpose, the people involved, the benefits to be derived, and a request for consideration and support of the proposal.

The following outline will provide a framework for a proposal. Omit those points that do not relate to the specific proposal being prepared.

I. Title Page

II. Introduction

A. Identification of the problem

B. Immediate background of the problem

C. Need for solution of the problem

III. Objectives or Purposes

IV. Justification

A. Identify benefits that will come from the solution.

B. Indicate that this proposal is not dependent on the accomplishment of other changes in the program.

V. Implementation

A. Methods to be used

A plan of attack, a method of operation, a systematic analysis of intended procedures to attest to the proposer's practical "know how."

B. Task breakdown

Breaking a project into its various tasks giving some assurance that the total job will be done in an orderly manner and will be completed on schedule.

C. Time and work schedule

In any type of project or procedure, the calendar period is specified within which projects are to be completed.

D. Facilities available

Before the proposal is prepared, determine the means and facilities the proposed work will require.

VI. Personnel

A. Individuals involved

B. Qualifications appropriate for the proposal

VII. References (if applicable to the type of proposal)

Include the names and addresses of individuals, companies, and agencies that are able and willing to testify in your behalf.

VIII. Likelihood of Success

Within the bounds of time, money, and means, simply guarantee a limited solution.

IX. Costs (budget figures)

X. Appendix (where applicable)

Include illustrations and supporting documents that will further illustrate.

Example A

The following is an example of one item from a proposal that requests equipment:

Exhibit for Project in Business Teacher Education and Office Administration to Overcome Deficiencies in Classroom Equipment

Deficiencies to be Remedied. Presently, three classes (Information Processing II, Business Communications, and Business Procedures) are using the dictation/transcription equipment that we have. We have 20 dictation/transcription machines; one-third of them are five years old or older, another third break down frequently.

More than 450 students per semester use these machines. With 240 students in eight sections of Business Communications, we don't have enough machines to go around. Also, when machine malfunctions occur, we have additional scheduling problems.

We need new dictation/transcription equipment in greater quantities.

Example B

The following is an example of a proposal letter to be sent to an administrator requesting release of a teacher from classroom duties for one day to attend the annual Wisconsin Business Education Association convention:

Current Date

Superintendent
School District
City, State ZIP

Dear _____:

I would like to be released from my teaching duties on Friday, _____, so that I may attend the Wisconsin Business Education Association convention in _____, Wisconsin.

Being an active member of a professional organization is important to the continuing development of the business education department. Attendance at the meetings, conferences, and conventions enables me to keep current with developments and provides additional teaching materials.

The Wisconsin Business Education Association has an outstanding two-day conference on Friday and Saturday, _____ and _____. The program features authorities who are recognized as leaders in business and business education. A copy of the program is enclosed.

Sincerely,

Business Education

Enclosure

Insert this paragraph if you have been asked to accept an assignment at the convention:

The convention chairperson has requested that I serve as (chairperson/host) for a sectional meeting. A copy of that request letter is also enclosed. As soon as I receive permission to attend, I will accept this responsibility. I must reply by _____.

Example C

The following is an example of a proposal letter that modifies a proposal in progress. A similar format could be used to obtain small amounts of money or short-range changes in the department's business education program.

Current Date

Joan W. Blank
Supervisor of Business Education
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841

Dear Ms. Blank:

Request to reinstate the postage funding for the July 1 Fiscal Period

Problem

The *Business Education Resource Guide* is now complete and the publication is in press. Due to the crossover of fiscal periods, however, the funding allocated for postage to mail the guide was not encumbered.

Need

The original grant allocated $300 for the purpose of distributing the guide. At this time, it is believed to be a sufficient amount to cover the postage costs.

Request

Would the DPI reinstate $300 necessary to cover the costs of distributing the guide?

Your help in securing the necessary funding will be appreciated.

Sincerely,

Ronald Schlattman
Project Director

Request Format for Federally Funded Vocational Education Programs

Federally funded vocational education programs require a somewhat different format than proposals that a teacher might submit to a local school board. The following items are examples of what to include in a request for proposal for federally funded vocational education:

- a program purpose that gives the reason your school is submitting a proposal;
- a statement of the needs generated in your school if you were to carry out the purpose stated in Paragraph 1;
- objectives that address the needs must be attainable and measurable; and if attained, must meet a need;
- an operational plan (procedures) that states plans you have made for attaining the objectives listed in Paragraph 3;
- personnel and facilities;
- a plan for demonstrating that the operational plan is being carried out (process evaluation) and that objectives have been met (product evaluation), including outcomes;
- implications for the future, if appropriate; and
- budget.

Five basic factors *must* occur in each federal request for proposal project:

- The project must have potential of *substantial impact* on a substantial number of school districts.
- The project product or outcome should be *identifiable*.
- The project product or outcome should be *transportable*.
- The project product or outcome and activities must be documented and submitted in a *final report* at the end of the project.
- The project must be *endorsed* by the institution or agency sponsoring the project.

Special Considerations

An effective proposal should be:

- reader oriented,
- brief,
- logical,
- impersonal,
- positive,
- consistent and parallel,
- authoritative, and
- complete.

The following are reasons a proposal may be rejected:

- The proposed program is too costly (disregard for available funding).
- The problem is stated in an oversimplified manner.
- The educational requirements are poorly understood.
- The proposal failed to comply with the specific requirements of a request. (Alternatives should not be proposed unless specifically permitted.)
- The proposal writers were overly optimistic in performance estimates, or promises were not substantiated by facts.
- The proposal included vague generalities and sweeping statements which appear to cover a lack of knowledge.

- The proposal included extended scope or time schedules. (This has the same effect as telling the administrator that he doesn't know what he wants.)

It might be advisable to apply the following checklist of items before submitting the proposal.

- Is the general appearance of the proposal attractive?
- Is the proposal cost/benefit effective?
- Is it consistent within itself?
- Did the proposal serve its intended purpose?
- What would be the effect if the proposal were approved?

Publishing Companies 12

This listing is a representative sample of publishers of business education materials. Various types of publications are included, such as textbooks, pamphlets, learning activity packets, simulations, and reference materials.

Because new materials are continually being published and old materials withdrawn, it is recommended that current catalogs be requested.

Listed below are the course sample titles listed in *A Guide to Curriculum Planning in Business Education* developed by the Wisconsin Department of Public Instruction. To the left are the letter codes used to represent these course sample titles in this guide. These course codes are listed on the following chart next to the suppliers that provide materials related to specific courses.

A	Accounting
B	American Enterprise
C	Business Communications
D	Business Concepts
E	Business Economics
F	Business Law
G	Business Mathematics
H	Business Occupations—In-School
I	Business Occupations—On-the-Job
J	Business Organization/Management
K	Business Procedures
L	Career Exploration in Business
M	Computerized Accounting Applications
N	Employability Skills
O	Information Processing I
P	Information Processing II
Q	Keyboarding
R	Microcomputer Applications
S	Notetaking
T	Personal Finance and Consumer Economics
U	Recordkeeping
V	Shorthand

Supplier	Address	Course Codes
Addison-Wesley Publishing Company	2725 Sand Hill Road Menlo Park, CA 94025	ACGHIKMNOPRU
Agency for Innovative Curriculum, Inc.	24 Old Tappan Road Old Tappan, NJ 07675	HIKNQSV
American Bankers Association	1120 Connecticut Avenue, NW Washington, DC 20036	BDET
Amsco School Publications, Inc.	315 Hudson Street New York, NY 10013	AGHIKMNQU
Arco Publishing Company	219 Park Avenue New York, NY 10003	ACGHIJKMNSUV
Avant-Garde	P.O. Box 30160 Eugene, OR 97403	CHIKN
BNA Books The Bureau of National Affairs, Inc.	1231 25th Street, NW Washington, DC 20037	EFJT
The Banjamin/Cummings Publishing Co.	2727 Sand Hill Road Menlo Park, CA 94025	ACHIKMNOPU
Barron's Educational Series, Inc.	113 Crossways Park Drive Woodbury, NY 11797	ACFHIJKMNRU
Channing L. Bete Company, Inc.	200 State Road South Deerfield, MA 01373	BCDEFJLT
Bobbs-Merrill Educational Publishing	4300 West 62nd Street P.O. Box 7080 Indianapolis, IN 46206	CHIJKLNOPQRSV
Books America—International	2333 North Vernon Street Arlington, VA 22207	BCDEGHIJKLNRT
Wm. C. Brown, Publishers	135 South Locust Street Dubuque, IA 52001	BCDGJLR
Business Education Services	10000 Culver Boulevard Department B0 P.O. Box 802 Culver City, CA 90230	ABCDEFGHIJKLMNQTU
Business Stimulus	1013 Jefferson Street Sauk City, WI 53583-1698	ABDHIKMNQSUV
C. W. Publications	1313 Fifth Avenue Sterling, IL 61081	BDERT
Career Aids, Inc.	20417 Nordhoff Street Chatsworth, CA 91311	AHIKMNOPRU
Chamber of Commerce of the United States	1615 H Street, NW Washington, DC 20006	EGJT
Commerce Clearing House, Inc.	4025 West Peterson Avenue Chicago, IL 60646	AEFMTU
Committee for Economic Development	477 Madison Avenue New York, NY 10022	ET
Consumer's Information Center	Pueblo, CO 81009	BDET

Supplier	Address	Course Codes
Curriculum Publications Clearinghouse Western Illinois University	46 Horrabin Hall Macomb, IL 61455	BDJLOP
Dartnell Corporation	4660 North Ravenswood Chicago, IL 60640	J
Data-Guide, Inc.	154-01 Barclay Avenue Flushing, NY 11355	ACEFGHIKMNTU
Delmar Publishers	2 Computer Drive, West P.O. Box 15-015 Albany, NY 12205	CFGJ
Delta Pi Epsilon National Office Gustavus Adolphus College	St. Peter, MN 56082	BCDEOPQRSTV
Denoyer-Geppert Company	5235 Ravenswood Avenue Chicago, IL 60640	AMQU
Design Enterprises of San Francisco	P.O. Box 14695 San Francisco, CA	OPR
Didactic Systems, Inc.	Box 457 Cranford, NJ 07016	CEHIJKLNT
Doubleday and Company, Inc.	501 Franklin Avenue Garden City, NY 11530	EHIKNOPRT
Dow Jones and Company, Inc. Educational Service Bureau	P.O. Box 300 Princeton, NJ 08540	BDELT
Dryden Press	901 North Elm Hinsdale, IL 60521	ABDEMRTU
EMC Corporation	300 York Avenue St. Paul, MN 55101	ELRT
Educational Design, Inc.	47 West 13th Street New York, NY 10011	BCDEFGHIJKLNRT
Fairchild Books & Visuals	7 East 12th Street New York, NY 10003	BDEJLT
Fearon Education David S. Lake Publishers	19 Davis Drive Belmont, CA 94002	BDEGHIJKLNT
Federal Reserve Bank of New York	33 Liberty Street New York, NY 10005	BDEJT
Franklin Watts	387 Park Avenue South New York, NY 10016	CLR
Glencoe Publishing Company, Inc.	17337 Ventura Boulevard Encino, CA 91316	ABCDEFGHIJKLMNOPQSTUV
Gregg/McGraw-Hill	13955 Manchester Road Manchester, MO 63011	ABCDEFGHIJKLMNOPQRSTUV
Harcourt Brace Jovanovich, Inc.	757 Third Avenue New York, NY 10017	BCDEGJRT
Hayden Book Company, Inc.	10 Mulholland Drive Hasbrouck Heights, NJ 07604	OPR

Supplier	Address	Course Codes
Holt, Rinehart and Winston	901 North Elm Street Hinsdale, IL 60521	A B C D E G M O P Q R T U
Houghton Mifflin Company	1900 South Batavia Avenue Geneva, IL 60134-3399	A B C D E F G H I K L M N O P Q R T U
Insurance Information Institute Director of Educational Division	110 William Street New York, NY 10038	B D E F J L T
The Interstate Printers & Publishers, Inc.	P.O. Box 50 Danville, IL 61834-0050	A B C D G H I K L M N S U V
Instructional Materials Laboratory Ohio State University	154 West 12th Avenue, Room 139 Columbus, OH 43210-1302	A E H I J K L M N T U
Joint Council on Economic Education	2 Park Avenue New York, NY 10016	E T
K-12 MicroMedia	172 Broadway Woodcliff Lake, NJ 07675	A B D E J M Q T U
Kendall/Hunt Publishing Company	2460 Kerper Boulevard Dubuque, IA 52001	A C E F M Q R T U
Kent Publishing Company	20 Park Plaza Boston, MA 02116	A B C D F G J M R U
Little, Brown & Company, Inc.	34 Beacon Street Boston, MA 02106	B D E F R T
Longman, Inc.	95 Church Street White Plains, NY 10601	S V
MPC Educational Publishers	3839 White Plains Road Bronx, NY 10467-5394	A C G H I J K L M N O P Q R U
The Macmillan Company	100A Brown Street Riverside, NJ 08075	B C D E G H I K N T
Merrill Publishing Company	1300 Alum Creek Drive P.O. Box 508 Columbus, OH 43216-0508	C E G H I J K N R T
Milliken Publishing Company	1100 Research Boulevard P.O. Box 21579 St. Louis, MO 63132-0579	C E G H I K L N O P R T
National Blank Book Company	Water Street Holyoke, MA 01040	A C E F H I K M N Q S T U V
National Business Education Association	1914 Association Drive Reston, VA 22091	H I K L N O P Q
National Council of Teachers of Mathematics	1906 Association Drive Reston, VA 22091	G R
National Council for the Social Studies	3615 Wisconsin Avenue, NW Washington, DC 20016	B D E T
National Credit Union Youth Program	5910 Mineral Point Road P.O. Box 391 Madison, WI 53701	E L T

Supplier	Address	Course Codes
New York Life Insurance Company	Madison Square Station P.O. Box 51 New York, NY 10038	B D H I J K L N
New York Stock Exchange	11 Wall Street New York, NY 10005	B D E T
Occupational Awareness	P.O. Box 948 Los Alamitos, CA 90720-0948	A F G H I K L M N Q U
Office Education Association	5454 Cleveland Avenue Columbus, OH 43229	C H I J K L N
PAR, Inc.	290 Westminster Street Providence, RI 02903	C G H I K L N O P
Pitman Learning, Inc.	P.O. Box 741-M167 Belmont, CA 94002	A B C D E F G H I J K L M N O P Q R S T U V
Prentice-Hall, Inc.	Englewood Cliffs, NJ 07632	A B C D E F G H I J K L M N O P R T U
Proctor & Gamble Educational Services	P.O. Box 14009 Cincinnati, OH 45214	E J T
Rand McNally & Company	P.O. Box 7600 Chicago, IL 60680	B C D E G J T
Random House Business Division	201 East 50th Street New York, NY 10022	A B D E F J M R T U
Reinforcement Learning, Inc.	87 Dimmig Road P.O. Box 563 Upper Saddle River, NJ 07458	H I K N Q S V
H. M. Rowe Company	624 North Gilmore Street Baltimore, MD 21217-0767	C H I K N Q R
Sadlier-Oxford Division of William H. Sadlier, Inc.	11 Park Place New York, NY 10007-2872	C G
W. B. Saunders Company	West Washington Square Philadelphia, PA 19105	C E G J T
Science Research Associates	155 North Wacker Drive Chicago, IL 60606-1780	Q R
Scott, Foresman & Company	1900 East Lake Avenue Glenview, IL 60025	A B C D E G H I J K L M N O P R T U
Scribner Educational Publishers	5602 Elmwood Avenue Indianapolis, IN 46203	J R
Sears, Roebuck & Company Consumer Information Services	D/703 Sears Tower Chicago, IL 60684	B D E J T
Simon & Schuster, Inc.	1230 Avenue of the Americas New York, NY 10020	A B C D G L M O P Q R S U V
South-Western Publishing Company	355 Conde Street West Chicago, IL 60185	A B C D E F G H I J K L M N O P Q R S T U V
Teaching Aids, Inc.	P.O. Box 1798 Costa Mesa, CA 92628-0798	A B C D E G H I J K L M N O P Q R T U

Supplier	Address	Course Codes
Twin Oaks Publishing, Inc.	134 Mason Street Rehoboth, MA 02769	A C H I K M N O P Q R U
United States Government Printing Office	North Capital Street, NW Washington, DC 20402	A C F H I K L M N O P Q U
Vocational Studies Center University of Wisconsin-Madison	964 Educational Sciences Building 1025 West Johnson Street Madison, WI 53706	A C E G H I J K L M N O P Q R T U
Wadsworth Publishing Company	10 Davis Drive Belmont, CA 94002	A H I K M N O P Q R U
J. Weston Walch, Publisher	P.O. Box 658 Portland, ME 04104-0658	A B C D E F G H I J K L M N O P Q R S T U V
Western Tape	P.O. Box 770 Palo Cedro, CA 96073	A C F G H I J K L M N O P Q R S U V
Westinghouse Learning Press	5005 West 110th Street Oak Lawn, IL 60453	A H I K M N Q U
John Wiley & Sons, Inc.	605 Third Avenue New York, NY 10158	A C H I J K M N O P R U
Wisconsin Telephone Company	722 North Broadway Milwaukee, WI 53202	B C D H I J K L N

Computer Software Publishing Companies 13

This listing is a representative sample of companies that publish computer software in business education. The software available are designated regarding the area taught.

Since new computer software is continually being introduced, it is recommended that catalogs be requested from the publishers listed. One way to facilitate this would be to have a business communications class (or other class) write for these catalogs.

Listed below are the course sample titles listed in *A Guide to Curriculum Planning in Business Education* developed by the Wisconsin Department of Public Instruction. To the left are the letter codes used to represent these course sample titles in this guide. These course codes are listed on the following chart next to the suppliers that provide materials related to specific courses.

A	Accounting
B	American Enterprise
C	Business Communications
D	Business Concepts
E	Business Economics
F	Business Law
G	Business Mathematics
H	Business Occupations—In-School
I	Business Occupations—On-the-Job
J	Business Organization/Management
K	Business Procedures
L	Career Exploration in Business
M	Computerized Accounting Applications
N	Employability Skills
O	Information Processing I
P	Information Processing II
Q	Keyboarding
R	Microcomputer Applications
S	Notetaking
T	Personal Finance and Consumer Economics
U	Recordkeeping
V	Shorthand

Supplier	Address	Course Codes
Beaman Porter, Inc.	417 Halstead Avenue Harrison, NY 10528	HIKP
Business Education Services	10200 Jefferson Boulevard Room 4 P.O. Box 802 Culver City, CA 90232-0802	ABCDEFGJKLMNOPQRTU
CMA Microcomputer Division	55888 Yucca Trail P.O. Box 2080 Yucca Valley, CA 92286-2080	HIM
C. W. Publications	P.O. Box 744 Sterling, IL 61081	BDERTU
Career Aids, Inc.	Department K45 20417 Nordhoff Street Chatsworth, CA 91311	ABCDEFHIJKLMNOPQRTU
Computations, Inc.	P.O. Box 502 Troy, MI 48099	KQ
EMC Publishing Changing Times Education Service	300 York Avenue St. Paul, MN 55101	CEJLNQT
Educational Audio Visual, Inc.	17 Marble Avenue Pleasantville, NY 10570	R
Encyclopedia Britannica Educational Corporation	425 North Michigan Avenue Chicago, IL 60611	CDEJKOPRT
Entelek Ward-Whidden House, The Hill	P.O. Box 1303 Portsmouth, NH 03801-1303	GR
Gamco Industries, Inc.	P.O. Box 1862L3 Big Spring, TX 79721	CGKOQR
Gregg/McGraw-Hill	13955 Manchester Road Manchester, MO 63011	ABCDEGJKLMNOPQRTUV
J. L. Hammett Company	165 Water Street Lyons, NY 14489	ACEGHIKOPQRT
Houghton Mifflin Company	1900 South Batavia Avenue Geneva, IL 60134	AGMOPQRU
IBM Educational Systems	Department 8WH P.O. Box 2150 Atlanta, GA 30035	KOPR
Learning Arts	P.O. Box 179 Wichita, KS 67201	CGLMNQTU
Lifetree Software	411 Pacific Street Monterey, CA 93940	KOP
Microsoft Corporation	16011 NE 36th Way P.O. Box 97017 Redmond, WA 98073-9717	KOPR
MicroSoftware Solutions Division of Career Aids	Department TW45 20417 Nordhoff Street Chatsworth, CA 91311	BJKLNOPQRT

Supplier	Address	Course Codes
Science Research Associates, Inc.	155 North Wacker Drive Chicago, IL 60606	O P Q
Society for Visual Education	Department VL 1345 West Diversey Parkway Chicago, IL 60614-1299	C G O P Q R
South-Western Publishing Company	355 Conde Street West Chicago, IL 60185	A B C D E F H I J K M O P Q R T U
Sunburst Communications	Room GR 31 39 Washington Avenue Pleasantville, NY 10570-9971	G L Q
Teaching Aids, Inc.	P.O. Box 1798 Costa Mesa, CA 92628-0798	A C H I J K L M N O P Q T U
Wadsworth, Inc. School Division	Department SBU387 Corporate Marketing 10 Davis Drive Belmont, CA 94002	A C E M O P Q R
J. Weston Walch, Publisher	P.O. Box 658 Portland, ME 04104-0658	D E K O P Q R

Standard Occupational Classifications 14

Vocational Education Course Codes/Titles

Vocational Skills Development for Special Needs Students

Cluster Program Codes/Titles

Six-Digit Instructional Program Codes/Titles

The National Center of Educational Statistics' New Classification of Instructional Programs

The Vocational Education Data System (VEDS) has been developed by the federal government in order to obtain accurate and complete information on vocational education. Local districts have been asked to submit data by vocational education course codes, cluster program codes, and six-digit instructional program codes.

Listed in this section are the Standard Occupational Classifications (SOC) to be used in the VEDS reporting.

Vocational Education Course Codes/Titles

Course Code	Course Title
03.0100	Accounting
03.0103	Advanced Accounting
03.0199	Other Accounting (specify)
03.0301	Bookkeeping (first course)
03.0302	Bookkeeping (second course)
03.0305	Machine Bookkeeping
03.0307	Recordkeeping
03.0399	Other Bookkeeping (specify)
03.0500	Business Arithmetic or Mathematics
03.0600	Business Communications (English)
03.0900	Business Law
03.1001	Business Machines
03.1099	Other Business Machines (specify)
03.1300	Office Work Experience
03.1400	Clerical Practice
03.1500	Consumer Education
03.1701	Introduction to Data Processing
03.1799	Other Data Processing and Computer Operations (specify)
03.1800	Economics
03.2000	Exploratory Business
03.2300	General Business or Introduction to Business
03.2600	Business and Management Principles
03.2900	Personal Development and Human Relations
03.3000	Personal Finance
03.3401	Machine Shorthand
03.3402	Personal Use Shorthand
03.3403	Shorthand Theory (first course)
03.3405	Shorthand Dictation
03.3408	Machine Transcription
03.3409	Secretarial Practice
03.3410	Specialized Shorthand Terminology and Transcription
03.3411	Office Training/Procedures
03.3499	Other Shorthand, Stenographic, and Secretarial (specify)
03.3501	Personal Typewriting
03.3502	Production Typewriting
03.3503	Typewriting (first course)

Course Code	Course Title
03.3599	Other Typewriting (specify)
03.9900	Other Business (specify)
04.000001	Careers in Distributive Education I
04.000004	Distributive Education I (junior sequence course that leads to more than one six-digit occupational code)
19.0501	Vocational Information
19.0502	Exploratory Work Experience
19.0503	Specialized (modified) Vocational Preparation
19.0504	Vocationally Oriented Services for Special Needs Learners which are Clearly Supportive to the Regular Vocational Education Program
19.0505	Vocational Assessment
19.0599	Other Differentialized Curriculum for Special Needs Learners (specify)

Vocational Skills Development for Special Needs Students

This separate program of instruction is comprised of organized subject matter and related experiences designed to develop in the special needs (handicapped and/or disadvantaged) pupil the knowledge, skills, attitudes, and appreciations that relate to the world of work.

Course Code	
19.05010000	Vocational Information—Planned (in school) classroom activities, provided exclusively for special needs learners, concerned with the space of work in our culture; the various resources for obtaining employment; the physical, social, and emotional skills required for retaining a job; overview of employment skill requisites; resources for improving one's work potential; and other pre-employment information (general skill development). Also included are planned observations (field trips) of the world of work outside the school setting.
19.05020000	Exploratory Work Experience—Planned exposure to work on a paid or nonpaid basis for special needs pupils under the supervision and control of school authorities. These experiences may be within the school environment, in sheltered work settings, or in the competitive job market. School academic credit may or may not be given for these school-organized and supervised experiences.
19.05030000	Specialized (Modified) Vocational Preparation—Experiences and subject matter organized to develop skills that will result directly in employment upon termination of the school enrollment. Examples of this are course work in small appliance repair, IBM keypunch operation, stenography, or offset printing. This includes special education work study. (Specify vocations.)

Course Code	
19.05040000	Vocationally Oriented Services for Special Needs Learners Which are Clearly Supportive to the Regular Vocational Education Program—This category includes any activities or subject matter organized and provided to develop skills or learnings which will contribute directly to success in vocational courses/classes designed for persons without special needs. Program content should be based upon what vocational educators indicate is basic to increase success in their vocational classes or laboratories.
19.05050000	Work Evaluation—Experiences designed to formally determine the occupational interest and/or aptitude of special needs pupils so that they can be placed in an appropriate vocational preparation program or a suitable job. Include here programs that include formal evaluation activities or situational assessment activities.
19.05990000	Other Differentialized Curriculum for Special Needs Learners—Include here other vocationally oriented subject matter and learning experiences emphasized in curriculum exceptions for special needs pupils which are not listed or classifiable in one of the above major categories. (Specify.)

Cluster Program Codes/Titles

Cluster Program Code	Cluster Program Title
14.0000	Office Occupational Cluster

Six-Digit Instructional Program Codes/Titles

Six-Digit Instructional Program Code	Instructional Program Title
14.0100	Accounting and Computing Occupations (career objective to be accountant, bookkeeper, cashier, billing machine operator, teller, or other accounting professional)
14.0201	Computer and Console Operators
14.0202	Peripheral Equipment Operators
14.0203	Programmers
14.0299	Other Business Data Processing Systems Occupations (specify)
14.0300	General Office Clerical Occupations (career objective to be file clerk, duplicating machine operator, general office clerk, or other general office clerical worker)

Six-Digit Instructional Program Code	Instructional Program Title
14.0400	Information Communications Occupations (career objective to be communication systems clerk or operator, correspondence clerk, mail or postal clerk, mail-preparing and mail-handling machine operator, messenger, office workers, receptionist or information clerk, or other information communications worker)
14.0500	Material Support Occupations (career objective to be planning and production clerk; stock and inventory clerk; traffic, rate, and transportation clerk; or other material support clerk)
14.0600	Personnel, Training, and Related Occupations (career objective to be educational assistant or training specialist, personnel assistant, or other personnel, training, or related professional)
14.0700	Stenographic, Secretarial, and Related Occupations (career objective to be executive secretary, secretary, stenographer, or other stenographic-related worker)
14.0800	Supervisory and Administrative Management Occupations (career objective to be administrative assistant, clerical and office supervisor, office manager and chief clerk, or other supervisory worker)
14.0900	Typing and Related Occupations (career objective to be clerk-typist, typist, or other typing-related worker)
14.9900	Other Office Occupations (specify)

The National Center of Educational Statistics' New Classification of Instructional Programs (Published in 1981)

Business education programs will be moving toward this new classification during the upcoming years.

Code	Code	Program Title
07.01		Accounting, Bookkeeping, and Related Programs
	07.0101	Accounting, Bookkeeping, and Related Programs, General
	07.0102	Accounting and Computing
	07.0103	Bookkeeping
	07.0104	Machine Billing, Bookkeeping, and Computing
	07.0199	Accounting, Bookkeeping, and Related Programs, Other
07.02		Banking and Related Financial Programs
	07.0201	Banking and Related Financial Programs, General
	07.0202	Credit Collection Clerk
	07.0203	Insurance Clerk
	07.0204	Loan Clerk
	07.0205	Teller
	07.0206	Transit Clerk
	07.0299	Banking and Related Financial Programs, Other

Code	Code	Program Title
07.03		Business Data Processing and Related Programs
	07.0301	Business Data Processing and Related Programs, General
	07.0302	Business Computer and Console Operation
	07.0303	Business Data Entry Equipment Operation
	07.0304	Business Data Peripheral Equipment Operation
	07.0305	Business Data Programming
	07.0306	Business Systems Analysis
	07.0399	Business Data Processing and Related Programs, Other
07.04		Office Supervision and Management
	07.0401	Office Supervision and Management
07.05		Personnel and Training Programs
	07.0501	Personnel and Training Programs, General
	07.0502	Educational Assisting and Training
	07.0503	Personnel Assisting
	07.0599	Personnel and Training Programs, Other
07.06		Secretarial and Related Programs
	07.0601	Secretarial and Related Programs, General
	07.0602	Court Reporting
	07.0603	Executive Secretarial
	07.0604	Legal Secretarial
	07.0605	Medical Secretarial
	07.0606	Secretarial
	07.0607	Stenographic
	07.0608	Word Processing
	07.0699	Secretarial and Related Programs, Other
07.07		Typing, General Office, and Related Programs
	07.0701	Typing, General Office, and Related Programs, General
	07.0702	Clerk-Typist
	07.0703	Correspondence Clerk
	07.0704	Duplicating Machine Operation
	07.0705	General Office Clerk
	07.0706	Mail and Order Clerk
	07.0707	Receptionist and Communication Systems Operation
	07.0708	Shipping, Receiving, and Stock Clerk
	07.0709	Traffic, Rate, and Transportation Clerk
	07.0710	Typing
	07.0799	Typing, General Office, and Related Programs, Other
07.99		Business and Office, Other
	07.9999	Business and Office, Other
08.02		Business and Personal Services Marketing
	08.0201	Business and Personal Services Marketing, General
08.03		Entrepreneurship
	08.0301	Entrepreneurship, General
08.04		Financial Services Marketing
	08.0401	Financial Services Marketing, General

Student Organizations 15

Future Business Leaders of America-Phi Beta Lambda
Office Education Association
Distributive Education Clubs of America
Future Secretaries Association

The purposes of student organizations in the vocational areas are to develop leadership skills; coordinate good public relations among the community, school, vocational student, and teacher/adviser; promote civic involvement; and develop good human relations.

Student organizations are cocurricular activities that are integrated within the business education curriculum for vocational guidance.

The following are some of the student organizations relating to business careers:

- Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL),
- Office Education Association (OEA),
- Distributive Education Clubs of America (DECA), and
- Future Secretaries Association (FSA).

Future Business Leaders of America–Phi Beta Lambda

Membership

FBLA is a national organization for all secondary school students participating in business or office programs in grades 7 through 12. Any student who has taken or is taking a business education course and considering a vocational career in business may join. A minimum of ten students is needed to form a chapter.

Upon graduation, the student may continue membership through Phi Beta Lambda, the business organization at the postsecondary level.

FBLA-PBL now has an alumni division with membership made up of past FBLA and/or PBL members. This group consists of teachers, secretarial employees, and other members of the business community. The FBLA-PBL Alumni Association serves as a professional organization assisting FBLA and PBL. Information regarding membership is available by writing to the following address:

Future Business Leaders of America-Phi Beta Lambda
Alumni Division
P.O. Box 17417-Dulles
Washington, DC 20041

Structure

FBLA-PBL is a nonprofit organization in cooperation with the United States Office of Education and the National Business Education Association. FBLA is for high school students, and PBL is for postsecondary students. Most local chapters are under the supervision of a state chapter, and all chapters work within the framework of the national organization.

Members of the business faculty serve as advisers to local chapters and are assisted by advisory committees composed of school officials, prominent businesspeople, and representatives from the community.

Purposes

The purposes of FBLA-PBL are to provide, as an integral part of the instructional program, additional opportunities for secondary students (grades 7 through 12) in business and office education, develop vocational and career supportive competencies, promote civic and personal responsibility, and provide opportunities for postsecondary students to develop vocational competencies for business and office occupations and business teacher education. In addition, a sense of civic and personal responsibility is promoted.

Activities include individual and team competitive events, service, education, community involvement, and fund raising.

Further Information

Publications

National

1. *Tomorrow's Business Leader* (official student publication of FBLA-PBL)
2. *Hotline* (newsletter of FBLA-PBL)
3. FBLA-PBL handbook (available from the national office)
4. Program packets (issued several times during the year)

State

1. *Wisconsin FBLA Adviser's Handbook*
2. *Guide for Integrating FBLA into the Business Curriculum*

National Office

FBLA-PBL, Inc.
P.O. Box 17417—Dulles
Washington, DC 20041
(703) 860-3334

State FBLA Chairperson

Joan W. Blank
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-2348

State FBLA Adviser

Linda C. Abram
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-2138

State PBL Adviser

Jack Hoggatt
Department of Business Education
and Administrative Management
University of Wisconsin-Eau Claire
Eau Claire, WI 54701
(715) 836-4320

Office Education Association

Membership

Secondary and postsecondary students enrolled in reimbursable office education programs are eligible for membership.

Structure

The OEA National Board includes representatives from all facets of office occupations (teachers, teacher-education state supervisors, businesspeople, etc.) and serves as the governing body. The structure of the Wisconsin Office Education Association (WOEA) includes five regions grouped by technical institutes.

Purposes

The OEA is a cocurricular organization designed for developing vocational competence in office occupations. Activities provide for leadership development, social development, and citizenship training, as well as an increased knowledge of the office and its future. Activities include professional, financial, civic, service, social, and competitive events.

Further Information

Publications

1. WOEA handbook (available from the state office)
2. *OEA Communique*

National Office

Dorothy Goodman
Executive Director
Office Education Association
5454 Cleveland Avenue
Columbus, OH 43329
(614) 895-7277

State Adviser

Mike Tokheim
Business Occupations Consultant
and State OEA Adviser
310 Price Place
P.O. Box 7874
Madison, WI 53707
(608) 266-1287

Distributive Education Clubs of America

Membership

Students at the high school level pursuing sales and marketing careers and enrolled in distributive education classes are eligible for DECA membership.

DECA is organized on local, state, and national levels to provide incentives and recognition for distributive education students.

Structure

DECA is divided into high school and postsecondary school levels. The program consists of awards and scholarships; career conferences; public information; educational projects; program development; and financial, legal, and administrative services.

Purposes

The purposes of DECA are to attract students to careers and develop future leaders in marketing and distribution. DECA encourages civic responsibility through professional conferences, chapter activities, school improvement, and community projects. Activities include individual and team competitive events, service, education, community involvement, and fund raising.

Further Information

Publications

Distributive Education Today (New York: Gregg/McGraw-Hill Book Company)

National Office

National DECA Center
1908 Association Drive
Reston, VA 22091
(703) 860-5000

State Adviser

Marie Burbach
Department of Pubic Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-9253

Future Secretaries Association

Membership

Students maintaining above-average grades and enrolled for a minimum of one year in a stenographic-secretarial program are eligible.

Twelve members are needed to establish a chapter.

Upon graduation from high school, the membership is ended unless studies in business are continued at the postsecondary level. A transfer of membership is available.

Structure

Professional Secretaries International (PSI) sponsors the FSA chapter. At each meeting of FSA, a PSI member is present and assists the teacher with local chapter activities.

Purposes

The purposes of FSA are to bring a better understanding of the business world to the student; stimulate interest in the secretarial profession; encourage improvement of basic skills including English and grammar; foster good work habits, attitudes, and responsibilities; and encourage students to aspire to a high level of competence through a continuing program of education after graduation from high school.

Further Information

Future Secretaries Association
Professional Secretaries International
301 East Armour Boulevard
Kansas City, MO 64111-1299
(816) 531-7010

Supportive Services 16

Community Services
Government Resources
School Resources
Local Resources

Resources available to the teacher from community talent and governmental agencies (local, state, and federal) and services provided within the school system should be used to supplement class instruction.

Local business representation adds relevance to the study of business subjects and informs students of responsibilities to be assumed after graduation.

Governmental agencies can help the teacher with various programs, conferences, research, data collection, testing, and employment of students.

The most available resources to the teacher are school personnel who provide various guidance services for all students.

Community Services

Resources of the community may be surveyed jointly by teachers and students. Students will gain valuable experience, teachers and businesspeople can develop a better understanding of each other's problems, and the many and varied resources in the community businesses can be discovered and cataloged for use. Steps for planning a community survey may be found in *Community Resources Handbook in Business Education*, published by South-Western Publishing Company (Monograph 87).

Community and business contacts help implement a successful program of vocational guidance and result in greater interest on the part of both student and teacher.

Community Resources

Advisory Committees

To be effective, an advisory committee must be selected for a specific purpose. It should be composed of people who have a direct interest in the type of preparation given to students who will be assuming positions in the business field.

Business Forms and Materials

Use business forms and materials collected from local business firms. These materials might include business correspondence, application blanks, accounting forms, charts, and graphs.

Field Trips

Taking students on field trips to local firms is an excellent way for the students to gain a better understanding of the functions of the business office. Evaluate each field trip and send a letter of appreciation. Refer to the section in this handbook entitled Legal Responsibilities for teacher liability on field trips.

Guest Speakers

Invite guest speakers from the business community for a presentation to the entire class. Students might also be assigned to interview someone from the business community for a class presentation.

Volunteer Help

Volunteer an entire class to help in preparing mailing lists, addressing envelopes, and so on for the Red Cross, March of Dimes, United Way, or other local service organization. This type of activity can improve interpersonal relations among the community, school, and student volunteers. Be sure there is an educational benefit in the activity.

Cooperative Office Occupations Program

Publicize the values of this program through news media and presentations to civic and service organizations. Students should be thoroughly prepared for the program and meet the criteria for selection.

Junior Achievement

Junior Achievement (JA) provides young people with opportunities to learn the fundamentals of the free enterprise system through five widely accepted and successful economic education programs, as follows:

- Business Basics is an in-school economic education awareness program for fifth- and sixth-grade students. The program consists of four one-hour sessions (organization, management, production, and marketing) and is taught by a top JA company, Applied Economics, or college-level student.
- Project Business is an in-school economic education program that supplements an existing social studies course. Volunteer business professionals meet with eighth- and ninth-grade students during one class each week for a ten- to 12-week period. The volunteers introduce students to basic business topics and activities.
- JA, the Company Program, involves high-school students who meet weekly for a semester to organize and operate a small company. Students are guided through the business cycle by adult volunteer business professionals.
- Applied Economics is a one-semester, in-school accredited economics course for eleventh- and twelfth-grade students. Participating students learn economic theories and concepts through certified classroom teachers and learn business applications of those concepts through the involvement of volunteer business professionals. Students also gain hands-on knowledge of a microcomputer through software designed specifically for the course.
- Applied Management is designed for college-level students. The program offers college business, education, and communication majors academic credit for their participation as associate advisers with the JA Company Program or through participation as Business Basics consultants.

For additional information, contact

Junior Achievement of
Southeastern Wisconsin
6924 North Port Washington Road
Milwaukee, WI 53217
(414) 352-5350

Community Service Organizations

Involvement in community service organizations can enhance the business education program. Start by contacting local organizations and asking about student groups associated with the organization.

Some of the community service organizations that may be found locally are listed below:

- Lions Club,
- Kiwanis Club,
- Optimist Club,
- Toastmasters/Toastmistresses,
- Business and Professional Women's Club,
- Chamber of Commerce,
- Women's Club,
- Elks Club,
- Moose Lodge,
- Rotary Club,
- American Association of University Women,
- American Legion,
- Veterans of Foreign Wars, and
- Disabled American Veterans.

Government Resources

Department of Public Instruction

Director of the Bureau for Vocational Education

The director of the Bureau for Vocational Education is responsible for the direction and supervision of the total staff operation in vocational education for the Department of Public Instruction. Responsibilities include both fiscal and program operations. Final decisions on program development and operation rest with the program administrator within policies approved by the state board and the state superintendent. Liaison activities with other organizations and agencies involved in vocational education are also part of the program administrator's duties. The bureau director represents the state board and the Department of Public Instruction in all aspects of secondary vocational education.

Vocational Education Supervisors

The DPI's vocational education supervisors serve as subject specialists in vocational education program areas. In addition, they work in all phases of the total vocational education program in the discharge of various functions. Supervisors work with local school personnel performing duties similar to those of their postsecondary counterparts. The supervisors have a thorough knowledge of the occupations, principles, and practices in the field of specialization as well as a thorough knowledge of modern educational methods and techniques used in vocational education.

The supervisors' responsibilities include

- interpreting federal and state laws and regulations affecting the area of specialization;
- establishing and maintaining effective working relationships with school administrators, teachers, department staff, and other persons involved with vocational education;
- evaluating vocational programs in the area of specialization, identifying problems and suggesting appropriate solutions, and developing training course plans, manuals, and other pertinent materials for use in these programs;
- serving as consultants to local school administrators in the area of concentration and working and communicating with community and industrial groups who are knowledgeable or interested in the specialty field;

- conducting conferences, seminars, workshops, inservices, and other types of training programs; and
- presenting reports and delivering speeches to groups of varying size and composition.

A part of the state organizational chart and a sample local organizational chart are shown on the following pages.

For further information, contact the Bureau for Vocational Education, Division for Instructional Services, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

Wisconsin Department of Public Instruction
Division for Instructional Services
Bureau for Vocational Education

Richard Dignan, Director	(608) 267-9244
Diane Aaroen, Program Assistant, Administration and Compliance	(608) 267-9259
Marilyn Bachim, Secretary	(608) 267-2274
Nancy Burke, State and Local Planning and Fiscal Specialist	(608) 267-2278
Rita Damon, Research Technician, Data Collection	(608) 267-9137
Marlene Dobberfuhl, Local Administration and Data Collection Supervisor	(608) 266-3922
Robert Enghagen, Planning and Evaluation Specialist	(608) 267-2275
Judson Harmon, Vocational Evaluation Coordinator	(608) 266-3945
Don Vedder, Research Technician, Data Collection	(608) 267-2279

Consultation Section

Eunice Bethke, Chief	(608) 267-9275
Linda Abram, Consultant, Business Education and FBLA	(608) 267-2138
Joan Blank, Consultant, Business Education and FBLA	(608) 266-2348
Marie Burbach, Consultant, Marketing Education and DECA	(608) 267-9253
Susan Cripps, Program Assistant, Business Education and FBLA	(608) 267-9257
Holly Dunagan, Program Assistant, Marketing Education/ DECA/Section Chief	(608) 266-8837
Dean Gagnon, Consultant, Agriculture Education and FFA	(608) 266-2207
Kevin Keith, Consultant, Agriculture Education and FFA	(608) 267-9255
Richard Kitzmann, Consultant, Technology Education	(608) 266-3551
Judith Perkl, Program Assistant, Home Economics Education and FHA-HERO	(608) 266-7262
M. Gene Pressnall, Program Assistant, Agriculture Education and FFA	(608) 266-3958
T. Elaine Staaland, Consultant, Home Economics Education and FHA-HERO	(608) 266-2347
Barbara Sumwalt, Program Assistant, Technology Education and VICA	(608) 266-7261
Vacant, Consultant, Technology Education and VICA	

Job Training/Special Programs Section

Wayne Sherry, Chief	(608) 267-9166
Pat Arnold, JTPA Program Assistant/WIMS	(608) 267-2276
Barbara Bitters, Administrator, Vocational Equity and Single Parent	(608) 266-9609
Dawn Britten, Program Assistant, Vocational Equity and Single Parent	(608) 267-2280
Helen Buechner, JTPA Program Assistant	(608) 266-7283
Ernest Cooney, JTPA Education Specialist	(608) 267-5153
Steven Gilles, Coordinator, Vocational/Special Education	(608) 267-9256
Henry Hendrickson, Community Services Specialist and GED Administration	(608) 267-9448
John Niemeier, JTPA Education Specialist	(608) 267-9247
Helen Rogers, Program Assistant, GED	(608) 267-9245
Preston Smeltzer, Consultant, Vocational Special Needs Education	(608) 266-7987
Melinda Waggoner, Education Specialist/Single Parent	(608) 266-9368
Vacant, Program Assistant, Special Needs	

Cooperative Educational Service Agencies

Cooperative educational service agencies (CESAs) were developed in 1963 as service units between the local school districts and the state superintendent. They are designed to serve educational needs in all areas of the state as a convenience for school districts in cooperatively providing services to teachers, students, school boards, administrators, and others. These services include: research; special student classes; data collection, processing, and dissemination; inservice programs; and acting as liaison between the state and local school districts.

The services and materials offered vary in each CESA. Each school district contracts with the CESA for various services that will aid the individual school system. Check with your local vocational education coordinator (LVEC), principal, or CESA office for the services available to you.

CESA Districts

CESA 1
2930 South River Parkway
West Allis, WI 53227
(414) 546-3000

CESA 2
4243 Rotamer Road
Janesville, WI 53545
(608) 868-4717

CESA 3
Route 1, Industrial Drive
P.O. Box 5A
Fennimore, WI 53809
(608) 822-3276

CESA 4
La Crosse County Courthouse
La Crosse, WI 54601
(608) 785-9364

CESA 5
626 East Slifer Street
P.O. Box 564
Portage, WI 53901
(608) 742-8811

CESA 6
Route 2, Highways 26 & 33
P.O. Box 208
Juneau, WI 53039
(414) 836-2955

CESA 7
2280A South Broadway
Green Bay, WI 54304
(414) 497-3755

CESA 8
Lake and Main
Gillett, WI 54124
(414) 855-2114

CESA 9
P.O. Box 848
Minocqua, WI 54548
(715) 356-9461

CESA 10
725 West Park Avenue
Chippewa Falls, WI 54729
(715) 723-0341

CESA 11
P.O. Box 728
Cumberland, WI 54829
(715) 822-4711

CESA 12
502 West Second Street
P.O. Box 439
Ashland, WI 54806
(715) 682-2316

Wisconsin Cooperative Educational Service Agencies

Civil Service

The U.S. Civil Service Commission offers several services to high school business education teachers, such as notices of employment opportunities and a testing service for individuals who are interested in government-related jobs. Contact the Civil Service Commission office, the post office, or other federal office for further information.

U.S. Civil Service Commission (Regional Office for Wisconsin)
Steger Building, 18th Floor
28 East Jackson Street
Chicago, IL 60604

U.S. Civil Service Commission
161 West Wisconsin Avenue
Milwaukee, WI 53203

Contact the Wisconsin State Employment Service (WSES) for information concerning testing procedures. This agency can administer tests, and the scores can be converted and accepted as civil service scores.

Job Training Partnership Act

The Job Training Partnership Act (JTPA) establishes programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and others facing serious barriers to employment who are in special need of such training to obtain productive employment.

The program is designed to involve business leaders and local government officials in jointly planning and implementing the program to meet area job training needs. The program is administered through 17 service delivery areas, and more information can be obtained by contacting the administrative office in your area or the office listed below.

Department of Industry, Labor, and Human Relations
Division of Employment and Training Policy
P.O. Box 7972
Madison, WI 53707
(608) 266-5370

JTPA Service Delivery Areas

SDA 2
Winne-Fond Lake Consortium
Joe Halter
Wittman Field
Suite 203
515 South Washburn Street
Oshkosh, WI 54904
(414) 424-0020

SDA 3
Southeastern Wisconsin
Robert Hansen
Suite 310
440 Main Street
Racine, WI 53403
(414) 632-3103

SDA 4
Northern Lake Winnebago
Bud Klister
426 West College Avenue
Appleton, WI 54911
(414) 735-5357

SDA 5
South Central Wisconsin
Jack Anchor
311 East Wisconsin Street
P.O. Box 318
Portage, WI 53901
(608) 742-4181

SDA 6
Marathon County
Gary Denis
326 River Drive
Wausau, WI 54401-5449
(715) 847-5460

SDA 7
Rock County
James Hutchinson
Suite 601
101 East Milwaukee Street
Janesville, WI 53545
(608) 752-5370

SDA 8
Dane County
Dale Hopkins
3113 East Washington Avenue
Madison, WI 53704
(608) 241-1175

SDA 9
Northwest Wisconsin CEP, Inc.
Jon D. Sollie
100 Second Street West
Ashland, WI 54806
(715) 682-9141

SDA 10
Central Wisconsin
Michael Irwin
Suite 1
130 Second Street North
Wisconsin Rapids, WI 54494
(715) 421-0101

SDA 11
West Central Wisconsin PIC
Richard Best
2105 Stout Road
Menomonie, WI 54751
(715) 232-1412

SDA 12
WOW Job Training Partnership
Leonard Cors
Waukesha Department of Job Training
707 West Moreland Boulevard
Waukesha, WI 53188
(414) 458-7705

SDA 13
North Central Wisconsin
Kent Larson
21-A South Brown Street
P.O. Box 597
Rhinelander, WI 54501
(715) 362-7811

JTPA Service Delivery Areas (cont.)

SDA 14
Northeastern Wisconsin
Ron Hayes
576 Brazeau Avenue
P.O. Box 359
Oconto, WI 54153
(414) 834-2701

SDA 15
Southwestern Wisconsin PIC
Roberta Early
110 East Division Street
Dodgeville, WI 53533
(608) 935-3116

SDA 16
Western Wisconsin
Jerry Hanoski
Suite A
2615 George Street
P.O. Box 2908
La Crosse, WI 54602-2908
(608) 781-0300

SDA 17
Lake Michigan
Jeffrey Deprez
Suite 204
2 North Eighth Street
Manitowoc, WI 54220
(414) 684-6445

SDA 18
Milwaukee County
Lawrence Jankowski
Suite 100
235 West Gelena Street
Milwaukee, WI 53212
(414) 289-5872

Job Training Partnership Act
Service Delivery Areas

2. Winne-Fond Lake
3. Southeastern Wisconsin
4. Northern Lake Winnebago
5. South Central Wisconsin
6. Marathon County
7. Rock County
8. Dane County
9. Northwest Wisconsin
10. Central Wisconsin
11. West Central Wisconsin
12. Waukesha-Ozaukee-Washington Job Training Partnership
13. North Central Wisconsin
14. Northeastern Wisconsin
15. Southwestern Wisconsin
16. Western Wisconsin
17. Lake Michigan
18. Milwaukee County

Job Service

As the public employment service, Wisconsin Job Service provides a wide variety of services to all Wisconsin citizens and employers. Job Service employs interviewers, counselors, and job developers to match people with jobs.

Job Service is a computerized, personalized service providing statewide expert recruitment help to employers for professional, technical, managerial, administrative, sales, skilled crafts, and office jobs. This service is provided at no charge.

The local agency may be used as a resource in teaching a job unit in business education classes. Job Service provides a testing service which may be a class requirement as a part of Cooperative Office Occupations Programs (COOP) or Model Office Occupations Programs (MOOP) at the teacher's discretion.

Job Service is listed under Government Offices (State) in the local telephone directory.

Vocational Rehabilitation

Through counseling and individually designed rehabilitation programs, Wisconsin's efforts are directed toward severely disabled people who cannot find productive employment on their own.

Vocational Rehabilitation is listed under Government Offices (Federal) in the local telephone directory.

Auxiliary Agencies

Department of Industry, Labor, and Human Relations

The Department of Industry, Labor, and Human Relations (DILHR) offers an employment outlook, which projects the job openings in different parts of the country.

Employment regulations are also a responsibility of the DILHR, which serves as a source of information regarding minimum wage laws, hours, working conditions, and work permits.

The DILHR is listed under Government Offices (State) in the local telephone directory.

Internal Revenue Service

The Internal Revenue Service (IRS) office is a source of information for targeted job tax credits for COOP students.

The IRS will furnish teaching units for income tax and other tax information. Contact the tax information toll-free number, (800) 452-9100.

The IRS is listed under Government Offices (Federal) in the local telephone directory.

Independent Insurance Agents of Wisconsin

The Independent Insurance Agents of Wisconsin publishes "Project In/Vest," a simulation available for use in a MOOP. An agent serves as liaison for the classroom teacher. There is no initial cost for forms used in the "Project In/Vest" simulation.

For further information, contact:

Robert Jartz
Independent Insurance Agents of Wisconsin
6324 Odana Road
Madison, WI 53719

School Resources

Student Services

Guidance Counselor

The guidance counselor's responsibilities include the following:

- providing academic and vocational guidance;
- helping teachers better understand and plan for the education and psychosocial development of students;
- using informational services, occupational planning, appraisal, and counseling appropriate to the student's choices and progress;
- meeting with the teacher and parents of students who are having difficulty in solving educational, vocational, or personal problems;
- indicating necessary referrals to other student services personnel, including the school psychologist, school social worker, speech therapist, reading specialist, and other public and private agencies whenever appropriate;
- providing scholarship information, part-time job placement, and vocational speakers for vocational guidance seminars; and
- administering scholastic ability tests and interest inventories to help students make vocational and educational decisions.

Psychologist

The school psychologist is concerned with the emotional factors that affect the educational progress and overall development of students.

Social Worker

The school social worker's main interest is in the environment of the student, including any family or social problem which may result in unusual behavior or unsatisfactory school progress.

Reading Specialist

The reading specialist diagnoses the reading problems of students referred by the teacher, counselor, or other specialists. The reading specialist may work directly with the student individually or in groups in an effort to help the student overcome difficulties.

Speech Therapist

The speech therapist's major responsibility is to diagnose and treat students who have problems of voice, articulation, and stuttering. The therapist spends most of the time working with the individual child or groups of children in an attempt to help the student overcome the particular speech handicap.

Special Needs Teachers

- Teachers of the learning disabled work with students who have at least average intelligence and a disorder in one or more of the basic psychological processes involved with understanding or using language, spoken or written, which may result in imperfect ability to list, think, speak, read, write, spell, or do mathematical calculations.
- Teachers of the mentally retarded work with students who have an impairment of mental development that adversely affects educational performance.
- Teachers of the educable mentally retarded work with students who seem unable to achieve at traditionally expected grade levels and who have also been found to score well below average on measures of intelligence.
- Teachers of the trainable mentally retarded work with students who are not capable of profiting from a program for the educable mentally retarded, who are semidependent throughout their lives, limited in simple rote learning and training, and deficient in communication skills and who possess physical and/or motor impairments.
- Teachers of the emotionally disturbed work with children whose behavior is characterized by difficulty in learning and/or building or maintaining satisfactory interpersonal relationships, inappropriate behavior, severe mood changes, or unusual aggressiveness.
- In addition to the special needs teachers mentioned above, each individual school system may have other special classes to deal with students who do not fit into any of these categories but cannot, for some reason, function in a regular classroom setting.

Local Resources

People holding the positions listed in parentheses in this section may be able to provide information or give a presentation to supplement classroom instruction in the corresponding areas listed. Contact these people in your community.

Name	Address	Phone

A. Accounting
(accountant, banker, CPA, income tax person, payroll clerk)

B. American Enterprise
(business entrepreneurs representing a variety of types/sizes of businesses)

C. Business Communications
(administrative assistant, broadcaster, correspondence specialist, director of human resources, journalist, personnel recruiter, public relations specialist, salesperson, telephone operator)

D. Business Concepts
(professional business organization representative) Also see Business Economics, Business Law, Business Mathematics, Career Exploration in Business.

E. Business Economics
(automobile salesperson; banker; consumer counselor; consumer fraud representative; consumer protection agent; financial aid representative; insurance agent; lawyer; real estate agent; restaurant manager; savings and loan representative; small claims representative; special product speaker, such as diamond salesperson, store manager, undertaker)

_____ _____ _____

_____ _____ _____

_____ _____ _____

F. Business Law
(broker, court reporter, credit union representative, district attorney, judge, lawyer, legal assistant, parole officer, police officer)

_____ _____ _____

_____ _____ _____

_____ _____ _____

G. Business Mathematics
(banker, broker, business machines operator, insurance agent, sales clerk)

_____ _____ _____

_____ _____ _____

_____ _____ _____

H. Business Occupations—In-School and
I. Business Occupations—On-the-Job
(administrative assistant, business entrepreneur, business manager, correspondence specialist) Also see Business Procedures.

_____ _____ _____

_____ _____ _____

_____ _____ _____

J. Business Organization/Management
(management executives) Also see Business Economics.

_____ _____ _____

_____ _____ _____

_____ _____ _____

K. Business Procedures
(business machines representative, certified professional secretary, director of human resources, grooming consultant, post office representative, specialized secretary, technical school representative, telephone company representative)

_____ _____ _____

_____ _____ _____

_____ _____ _____

L. Career Exploration in Business
(career education supervisor, director of human resources, employment agency representative, guidance counselor, local vocational education coordinator, specialized business fields)

_____ _____ _____

_____ _____ _____

_____ _____ _____

M. Computerized Accounting Applications
See Accounting.

_____ _____ _____

_____ _____ _____

_____ _____ _____

N. Employability Skills
(director of human resources, personnel recruiter)

_____ _____ _____

_____ _____ _____

_____ _____ _____

O. Information Processing I and
P. Information Processing II
(administrative assistant, correspondence specialist, information processing representative, marketing support representative, specialized secretary)

_____ _____ _____

_____ _____ _____

_____ _____ _____

Q. Keyboarding
(business manager, correspondence specialist, court reporter, journalist, receptionist, terminal operator)

_____ _____ _____

_____ _____ _____

_____ _____ _____

R. Microcomputer Applications
(Data Processing Management Association representative, equipment sales representative, programmer, systems analyst, travel agent)

_____ _____ _____

_____ _____ _____

_____ _____ _____

S. Notetaking
(court reporter, guidance counselor, college student, specialized secretary, business manager, dictator)

_____ _____ _____

_____ _____ _____

_____ _____ _____

T. Personal Finance and Consumer Education
(consumer protection agent, financial representative, real estate broker, travel agent)

_____ _____ _____

_____ _____ _____

_____ _____ _____

U. Recordkeeping
See Accounting.

_____ _____ _____

_____ _____ _____

_____ _____ _____

V. Shorthand
See Notetaking.

_____ _____ _____

_____ _____ _____

_____ _____ _____

Teacher Certification 17

K-12 Certification

Vocational, Technical and Adult Education Certification

Local Vocational Education Coordinator Certification

Of major importance to all teachers is the fact that they have to be certified. Whether this certification is for K-12 or vocational business education, procedures must be followed for certification. For some who are interested in administrative duties and in becoming a local vocational education coordinator (LVEC), specific requirements need to be met to attain a license. All of these requirements and procedures are listed later in this section.

K-12 Certification

I. Business Education Certification

Wisconsin grants certification on the basis of the completion of an approved program and upon receipt of an endorsement from the certifying officer at the preparing institution. An applicant *must have satisfied all requirements of the preparing institution*, as well as those listed below in order to qualify for certification in Wisconsin. Business education is a special subject field.

A. 34-semester-credit major or

B. 22-semester-credit minor if certified in another subject area with a major

C. 18-semester credits in professional education including:

1. Educational psychology or psychology of learning
2. Child growth and development
3. Curriculum
4. Methods
5. Student teaching—five semester credits (Preparation for K-12 certification must include student teaching at both elementary and secondary levels.)
6. Teaching of reading if program completed after July 1, 1975 (elementary level) or July 1, 1977 (secondary level)
7. Course(s) or equivalent in exceptional education (minimum of three semester credits) if program completed after July 1, 1980

A license issued on the basis of a minor is valid only for the first three years following graduation. Further licensing requires the completion of an approved program major or a master's degree in the subject. If an instructor is teaching a computer science class for computer science credit, the class cannot be more than 25 percent programming. If the class is more than 25 percent programming, the instructor needs computer science certification.

II. Vocational Education Certification

A five-year license may be issued to a person who has completed the requirements specified below for any of the following vocational subjects:

A. 281 Business-Vocational

B. 285 Distributive Education-Vocational

An applicant for a license to teach in either of these vocational subjects must have completed the following:

1. A bachelor's degree

2. A 34-semester-credit approved program teaching major in business education or distributive education

3. A course in principles, issues, or philosophy of vocational education and a course in organization and administration of cooperative programs

4. Certification designated business-vocational requires related occupational experience totaling 2,000 hours completed during the ten-year period preceding the application for vocational licensure.

5. Certification designated distributive education-vocational requires related occupational experience totaling 4,000 hours completed during the ten-year period preceding the application for vocational licensure.

6. The required occupational experience can be met in any of the following ways:
   a. Paid occupational experience in related occupations (2,000 hours equivalent to one full year)
   b. State-approved collegiate occupational internship (directed field experience) resulting in college credit (One hour of paid occupational internship counts as three hours of occupational experience. Up to two-fifths of the occupational experience may be secured by earning university graduate credits in technical subjects or in workshops specifically related to the area of concentration, with one semester hour counting as 95 clock hours of occupational experience and one clock hour of approved workshop experience counting as up to three clock hours of occupational experience.)

7. Special certification for Cooperative Office Occupations Program (COOP) coordinators
   a. A 281 Business-Vocational or 285 Distributive Education-Vocational certification must be obtained *before becoming involved in a cooperative education program*

III. Renewal of Business Education and Vocational Education Certification

Renewal of the five-year license will require the completion of a continuing professional education requirement of six semester credits at an accredited college or university or the equivalent. Semester credits need not be preapproved, *but the equivalency credits must be preapproved by the state superintendent.* Only approved agencies, institutions, and organizations may submit proposals for equivalencies to the state superintendent. The continuing professional education requirement shall be completed in the area directly and substantively related to

one or more of the licenses held or to professional competency. The continuing professional education requirement shall be met by acquiring the prescribed six semester credits, or by acquiring 180 clock hours of *preapproved* professional activities, described below, or by acquiring a combination of credits and preapproved professional activities equaling six semester credits. Proof of compliance with the continuing professional education requirement shall be submitted by the applicant with the license renewal application. An applicant who does not meet the continuing professional education requirement shall, upon application, be issued a one-year nonrenewable license. To qualify for the regular license, the applicant shall complete the continuing professional education requirement. With respect to the equivalency provision of the renewal requirement, the state superintendent will approve professional activities which meet the following provisions:

A. Programs must be in clock hour increments and include a minimum of five clock hours of workshop-type activity related to a subject-specific common theme. The five clock hours must be accomplished within a 12-month period. Subject specific is defined as activities that relate to a single subject area similar to subject-specific courses offered by colleges or universities, i.e., computer literacy, reading, creative writing, classroom management, legal problems in education, drug and alcohol abuse, and strategies for teaching the gifted and talented.

B. Regional, state, or national conventions, conferences, or workshops may be preapproved with a broad common theme and shall be limited to a minimum of five clock hours with a maximum of ten clock hours.

C. *Continuing Education Unit (CEU). All applicable CEU equivalency credit programs offered by providers must be preapproved by the Department of Public Instruction* and converted to clock hours to receive equivalency credit. *Do not assume* that all CEU credits offered by the colleges, universities, extension, and VTAE schools have been preapproved. The Verification of Equivalency Clock Hours form (PI-1681) must be used by the individual for verifying equivalency credits.

D. It will not be possible to bank renewal credits; therefore, all credit must be earned within the term of the five-year license.

E. Agencies, institutions, and organizations which may submit proposals to the state superintendent include:

1. Accredited colleges and universities
2. Cooperative educational service agencies in Wisconsin
3. Wisconsin Department of Public Instruction
4. Local public or private education agencies and schools in Wisconsin
5. Unions or local, state, regional, or national professional education organizations

6. Wisconsin vocational, technical, and adult education schools

7. Others as approved by the state superintendent

IV. Procedure for Obtaining Business Education and Vocational Education Certification

Fill out the Wisconsin Department of Public Instruction application form and submit it along with $75 to:

Teacher Certification
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-1027

Vocational, Technical and Adult Education Certification

I. Requirements for Provisional Certification

A. Provisional certification—for part-time teachers and/or teachers deficient in the requirements for a standard certificate

1. A bachelor's degree or its equivalent (A verifiable apprenticeship in the skilled trades and successful experience as a journeyman for a combined total of seven years shall be equivalent to a baccalaureate degree for certification purposes.)

2. Twelve months of verifiable experience as a fully qualified worker in each occupational area will be required where certification is requested.

3. The certificate is valid for two years.

B. Renewal of provisional certification

The provisional certificate may be renewed if, during the provisional certification period, the applicant makes satisfactory progress toward earning a standard five-year certificate. Satisfactory progress shall be six approved semester credits or two months of approved appropriate occupational experience.

C. Standard five-year certification

1. Education
   a. Philosophy of vocational, technical and adult education in Wisconsin—two semester credits
   b. Teaching methods—two semester credits
   c. Curriculum or course construction—two semester credits
   d. Educational psychology—two semester credits
   e. Educational evaluation—two semester credits
   f. Guidance and counseling—two semester credits

2. Occupational experience—required to have 12 additional months for a total of 24 months as a fully qualified worker in each area where certification is required

3. Teaching experience—three years teaching experience as a certified teacher (Such certification may be obtained in any recognized educational system.)

D. Renewal of standard five-year certification

The certificate will be renewed if the applicant for renewal has documented evidence of continued professional growth. Minimum evidence shall be six approved semester credits or two months of appropriate occupational experience or other professional activity as defined by the district.

E. Standard life certification

The standard life certificate will be issued to those instructors who hold or are eligible for a standard five-year certificate and have reached age 55.

II. Procedure for Obtaining Vocational, Technical and Adult Education Certification

A. All requests for certification must be submitted by employing institutions.

B. The applicant for certification shall submit to his or her district director or appointed representative proof of his or her qualifications and all necessary documents required for certification. This documentation shall be submitted as early as possible during the first year of employment. This documentation will include an approved application form for certification and employment, official transcripts of all undergraduate and graduate credits, and/or official copies of any significant professional or occupational licenses, and written verification from the employer of all appropriate and required occupational experience.

C. The district director or appointed representative shall submit to the board all required certification documents.

D. The board shall evaluate all materials submitted and issue appropriate certificates to eligible applicants through the employing agency.

III. Additional Sources of Information

Contact the VTAE administrator of instructional services for further information.

Local Vocational Education Coordinator Certification

I. Requirements

A. One-year license
This provisional license is granted for persons who possess evidence of vocational education and administrative competencies and who meet most, but not all, of the credentials listed below.

B. Three-year license
This license is issued upon completion of the following:

1. A baccalaureate or higher degree with a major in a vocational subject area or related area as identified by the state superintendent.
   a. Agriculture
   b. Business education
   c. Health occupations
   d. Home economics
   e. Industrial education
   f. Distributive education

2. Three years of successful teaching in a vocational subject area identified as such by the state superintendent or two years of secondary teaching in vocational subject areas and an additional two years of administration and/or guidance.

3. College-level course work in the following areas:
   a. Principles, issues, and philosophy of vocational education
   b. Organization and operation (methods) of cooperative vocational programs
   c. Curriculum—general coverage
      (1) Curriculum planning, K-12
      (2) Curriculum development, K-12
      (3) Secondary school curriculum
   d. General supervision or improvement of instruction, K-12 or secondary
   e. Guidance with vocational emphasis
      (1) Principles of guidance
      (2) Techniques of guidance
      (3) Education and occupational information
   f. Educational administration (General administration and organization of schools deals primarily with post-high school or adult programs; i.e., "Coordination" or "Administration of Vocational-Technical Education" will *not* meet the above certification requirements.)

4. Work experience outside of teaching to include at least 2,000 hours of one or more occupational fields. Collegiate field experience resulting in college credit may be used to satisfy occupational requirements, each contact hour counting up to three clock hours of occupational experience. Workshops may be substituted for occupational experience as follows: one clock hour of approved workshop experience counts up to three clock hours of occupational experience. Approval by the state superintendent is required.

C. Five-year license
A five-year license will be granted upon presentation of evidence of three years of successful employment as a local vocational education coordinator during the period of the three-year license.

D. Renewal of five-year certification
Five-year certificates may be renewed by presenting evidence of the completion of the five semester hours of collegiate credit (or 475 clock hours of appropriate occupational experience which contributes to broadening the

vocational competency of the applicant may be substituted for college credit.) Collegiate field experience resulting in college credit may be used to satisfy occupational requirements, with each contact hour counting up to three clock hours of occupational experience. Workshops may be substituted for occupational experience as follows: one clock hour of approved workshop experience counts up to three clock hours of occupational experience. Workshops must have prior approval of the state superintendent. These requirements are to be fulfilled within the immediate preceding five-year period.

II. Procedure for Obtaining LVEC License

Contact:

Richard Dignan, Director
Bureau for Vocational Education
Division for Instructional Services
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-9244

III. Additional Sources of Information

See "II" above.

Vocational Funding and Legislation 18

Funding of Occupational Preparation Programs
Vocational Legislation
1987 Wisconsin Legislative and Congressional Districts

Vocational education programs help to make the total educational experience more dynamic, meaningful, relative, and satisfying for students by providing education specifically pointed toward future employment.

Funding of Occupational Preparation Programs

Guidelines for funding of state high school vocational programs are outlined in the Carl D. Perkins Vocational Education Act (VEA). The 1986-88 Wisconsin State Plan sets forth the potential 25 fundable categories under Title IIB with the following priority areas designated for funding in the fiscal year 1985-86:

- improvement of vocational education programs,
- development of exemplary and innovative programs,
- stressing the new and emerging technologies,
- provision of curriculum development opportunities,
- expansion of and introduction of new vocational education programs,
- creation and expansion of vocational programs to meet needs of business and industry,
- support for vocational student organizations,
- comprehensive career guidance and counseling programs,
- provision of staff inservice, and
- local administration.

Projects may be submitted in other than the identified priority areas. However, they will be considered only if they meet the federal criteria and sufficient funds are available. The project must be of exemplary quality and meet a critical need. Local schools (individually or collectively), cooperative educational service agencies (CESAs), and universities may submit projects in any of the areas except support of vocational student organizations. Only local education agencies (LEAs) with state and national vocational student organization (VSO) affiliations can apply for this priority area.

The specific criteria are identified for each priority. The VEA requires that fundable projects be of "sufficient size, scope, and quality to give reasonable promise of meeting the vocational needs of students involved in the projects." Because of the limited discretionary monies, cooperative ventures between and among school districts encouraging broader geographic application and conceptual models are encouraged. Each eligible recipient's proposal should address the standards for secondary vocational programs, including the Education for Employment program goals and objectives.

The act requires a three-year plan/application covering the same period as the state plan. This must include a description of your existing vocational education program with a separate annual application and budget requesting funds by each program/purpose.

All eligible recipients must include descriptions of the following required components with their applications/plan:

- a proposed mission and goals for vocational education and the specific program areas covered in the application (to be updated annually),
- a proposed program and course structure for vocational education and the specific program areas covered by the application (to be updated annually),
- the efforts/activities implemented to reduce sex bias and sex stereotyping,
- the efforts/activities implemented to encourage participation of underserved populations, and
- an advisory committee of school and community representatives including business and industry (state recommended component).

Other information regarding the Carl D. Perkins Vocational Education Act, P.L. 98-524, can be requested from:

Linda C. Abram
Joan W. Blank
Supervisors of Business Education
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-2138 (Abram)
(608) 266-2348 (Blank)

Vocational Legislation

The history of vocational education indicates the federal government's commitment to educating people to become self-supporting and employable in the job market.

With increased accountability for spending the tax dollar, legislators (both state and federal) are concerned with the overall effectiveness of bills which promote spending in areas of excess costs, such as vocational education. Therefore, it is the responsibility of *every* business educator to keep legislators informed of the benefits which vocational education provides to students.

A directory of legislative and congressional districts has been included in this section in order to provide complete information for quick reference.

History of Vocational Education

1917 Smith-Hughes Act
(provided about $7 million a year for the promotion of vocational education in agricultural, trade, and industrial education and home economics)

1929 George-Reed Act
(added $1 million a year to agricultural education and home economics)

1934 George-Ellzy Act
(added another $3 million a year for three years)

1936 George-Dean Act
(provided $14 million plus the $7 million of the Smith-Hughes appropriation and added distributive education)

1946 George-Barden Act
(an additional $29 million appropriated for vocational education)

1956 George-Barden Act (Amendments)
(added funds for practical nursing and fishery trade)

1962 Manpower Development and Training Act
(provided training programs and subsistence pay for the unemployed)

1963 Vocational Education Act of 1963
(included business and office education)

1964 Economic Opportunity Act of 1964

1965 Higher Education Act of 1965
(provided funds for the training of teachers)

1968 Amendments to the Vocational Education Act of 1963

1976 Amendments to the Vocational Education Act of 1963

1984 Carl D. Perkins Vocational Education Act

Contacting Your Legislator

Letters from home have become a main form of voter contact and the prime source of constituency views. Your senators and representatives *need* to hear from you.

Writing an effective letter to your senator or representative is not a difficult task. Here are a few guidelines to ease you along.

- Type the letter on your personal or business letterhead, if possible, and sign your name above your typed signature at the end of your message. Handwritten letters are also fine, but be sure they are readable.
- Be sure your exact return address is on the letter, not just the envelope. Envelopes sometimes get thrown away before the letter is answered.
- Identify your subject clearly. State the name of the legislation you are writing about. Give the House or Senate bill number if you know it.
- State your reason for writing. Your own personal experience is your best supporting evidence. Explain how the issue would affect you or your family, business, or profession—or what effect it could have on your state or community.
- Be specific and brief (one or two pages is best). Back your position with reliable facts and figures. Clearly state whether you are for or against the bill or resolution or one of its features. You may think that the facts speak for themselves, but the legislator may be less familiar with the subject than you are.
- Avoid stereotyped phrases and sentences that give the appearance of "form" letters. They tend to identify your message as part of an organized pressure campaign—and produce little or no impact.
- Be reasonable. Don't ask for the impossible. Offer an alternative if you think it is necessary.
- Don't threaten. Don't say, "I'll never vote for you unless you do such and such." That will not help your cause; it may even harm it.
- Ask your legislator to state his or her position on the issue in reply. As a constituent, you're entitled to know.
- Consider the factor of timing. Try to write your position on a bill while it is in committee. Your senators and representative can usually be more responsive to your appeal at that time rather than later when the bill has already been approved by a committee. Of course, this is not always the case. Sometimes your legislator may reserve judgment—and vote—until the sentiment of his or her constituency has crystallized.
- In addition to your own legislators, you may wish to write the chairperson or members of a committee holding hearings on legislation in which you are interested. However, remember that you have more influence with legislators from your own district than with any others.

You also may write the governor after the bill is passed by both houses if you want to influence the governor's decision of whether or not to sign the bill.

- Thank your legislator if he or she pleases you with a vote on an issue. Everybody appreciates a complimentary letter—and remembers it. On the other hand, if a vote is contrary to your position, don't hesitate to let him or her know. That will be remembered, too.
- Remember that courtesy is appropriate at all times. You are trying to inform your legislator about the impact of the proposed legislation, and he or she will appreciate your help.
- Use the following salutations when writing the following people:

— When writing to a member of the United States Congress in Washington, DC:

The Honorable John J. Jones
United States Senate
____ Senate Office Building
Washington, DC 20510

Dear Senator Jones:

The Honorable John J. Jones
U.S. House of Representatives
____ House Office Building
Washington, DC 20515

Dear Representative Jones:

— When writing to a member of the state Legislature in Madison:

Senator John J. Jones
State Capitol, Room ____
Madison, WI 53702

Dear Senator Jones:

Representative John J. Jones
State Capitol, Room ____
Madison, WI 53702

Dear Representative Jones:

— When writing to the governor:

Governor Tommy Thompson
State Capitol, Room 115 East
Madison, WI 53702

Dear Governor Thompson:

1987 Wisconsin Legislative and Congressional Districts*

Wisconsin Congressional Districts

Senators

William Proximire (D), Madison
Robert W. Kasten, Jr. (R), Milwaukee

Mailing address:

U.S. Senate
Washington, DC 20510

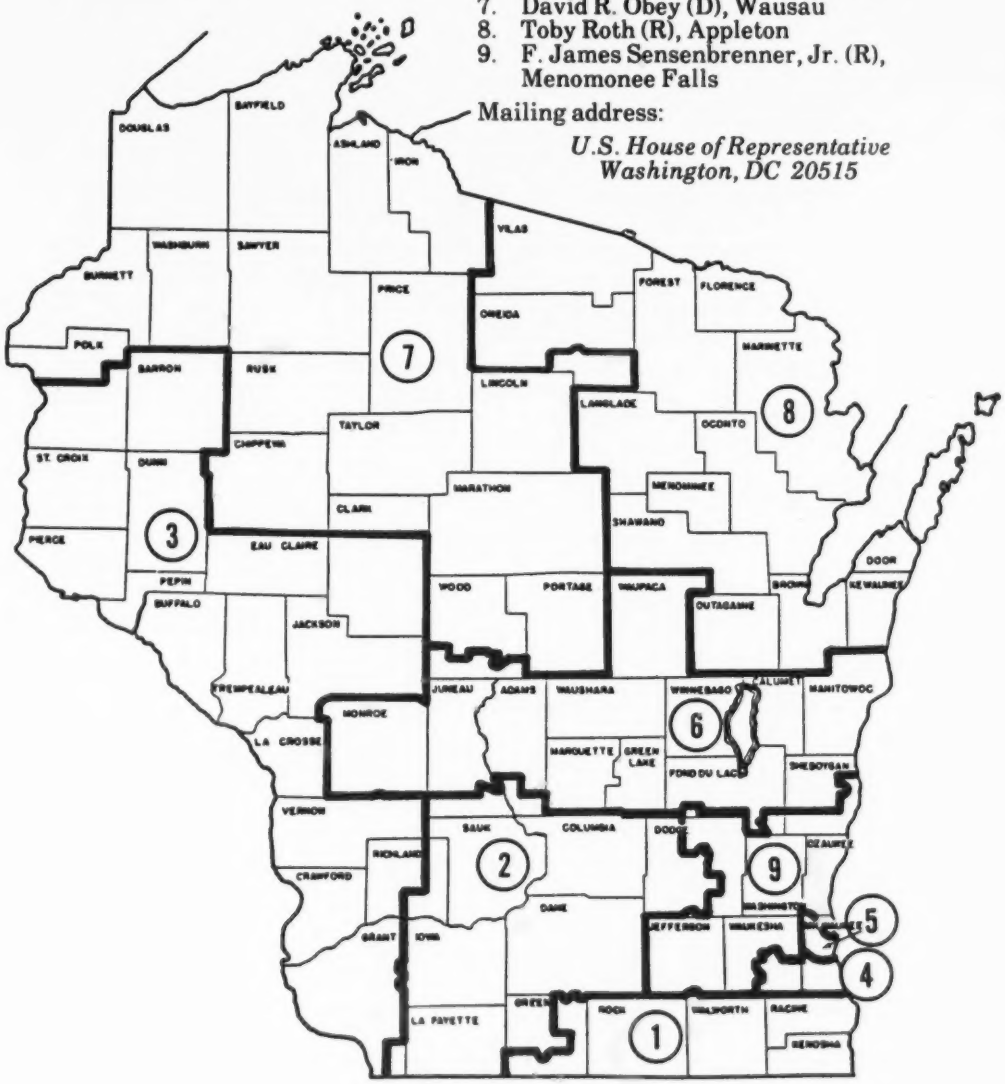
Representatives

District

1. Les Aspin (D), East Troy
2. Robert W. Kastenmeier (D), Sun Prairie
3. Steven Gunderson (R), Osseo
4. Gerald D. Kleczka (D), Milwaukee
5. James P. Moody (D), Milwaukee
6. Thomas E. Petri (R), Fond du Lac
7. David R. Obey (D), Wausau
8. Toby Roth (R), Appleton
9. F. James Sensenbrenner, Jr. (R), Menomonee Falls

Mailing address:

U.S. House of Representative
Washington, DC 20515



*The information in this section is excerpted and the maps reprinted, with permission, from the "Directory of the 1987 Wisconsin Legislative and Congressional Districts" published by the Wisconsin Taxpayers Alliance, 335 East Wilson Street, Madison, WI 53703-3694; (608) 255-4581.

Members of the 1987 Wisconsin Senate
(Four-year term)

Member	Senate Number	Address
†Adelman, Lynn S. (D)	28	4380 S. Moorland Rd., New Berlin 53151
†Andrea, Joseph F. (D)	22	2405 45th St., Kenosha 53140
†Chilsen, Walter, J. (R)	29	1821 Town Line Rd., Wausau 54401
†Chvala, Charles J. (D)	16	5110 Stonehaven Dr., Madison 53716
*Cullen, Timothy F. (D)	15	144 Jefferson , Janesville 53545
†Czarnezki, Joseph J. (D)	8	7004 W. Van Beck Ave., Milwaukee 53220
*Davis, J. M. (R)	11	916 Maitland Dr., Waukesha 53186
*Ellis, Michael G. (R)	19	2021 E. Mears Rd., Neenah 54956
*Engeleiter, Susan (R)	33	N76 W14416 North Point Dr., Menomonee Falls 53051
*Feingold, Russell D. (D)	27	3705 Lynn St., Middleton 53562
†George, Gary R. (D)	6	3874 N. 42nd St., Milwaukee 53216
†Harsdorf, James (R)	10	R. 1. Beldenville 54003
†Heibach, David (D)	24	1424 Clark St., Stevens Point 54481
*Jauch, Robert (D)	25	R. 1, Box 635, Poplar 54864
†Kincaid, Lloyd H. (D)	12	110 N. Crandon Ave., Crandon 54520
*Kreul, Richard (R)	17	1955 12th St., Fennimore 53809
*Lasee, Alan J. (R)	1	R. 2, Lasee Rd., DePere 54115
*Lee, Mordecai (D)	5	2732 N. Menomonee River Pkwy., Milwaukee 53222
†Leean, Joseph (R)	14	N2267 Butternut Rd., Waupaca 54981
*Lorman, Barbara (R)	13	1245 Janette St., Fort Atkinson 53538
*Moen, Rodney C. (D)	31	2119 Dewey St., Whitehall 54773
*Norquist, John O. (D)	3	736 S. 32nd St., Milwaukee 53215
*Plewa, John R. (D)	7	5269 S. 20th St., Milwaukee 53221
†Risser, Fred A. (D)	26	5409 Esther Beach Rd., Madison 53713
*Roshell, Marvin J. (D)	23	R. 6, Box 331 A, Chippewa Falls 54729
†Rude, Brian D. (R)	32	307 Babcock St., Coon Valley 54623
†Stitt, Donald K. (R)	20	E158 Norport Dr., Port Washington 53074
*Strohl, Joseph (D)	21	2710 LaSalle St., Racine 53402
*Te Winkle, William P. (D)	9	4165 S. 14th St., Sheboygan 53081
†Ulichny, Barbara (D)	4	2945 N. Prospect Ave., Milwaukee 53211
†Van Sistine, Jerome (D)	30	684 Lida Ln., Green Bay 54304

Madison Mailing Address
P.O. Box 7882
Madison, WI 53707

†Term runs to 1989.
*Term runs to 1991.
Note: Because Donald J. Hanaway (R), 2nd District, has been elected attorney general and Scott McCallum (R), 18th District, has been elected lieutenant governor, only 31 of the 33 senators are listed.

Members of the 1987 Wisconsin Assembly
(Two-year term)

Member	Assembly District	Address
Antaramian, John Martin (D)	65	8318 25th Ave., Kenosha 53140
Barca, Peter William (D)	64	1520 Sheridan Rd., Kenosha 53140
Barrett, Thomas M. (D)	14	2845 N. 49th St., Milwaukee 53210
Becker, Dismas (D)	7	1533 N. 23rd St., Milwaukee 53205
Bell, Jeannette (D)	22	1415 S. 60th St., West Allis 53214
Berndt, William F. (R)	30	R. 1, Box 301, River Falls 54022
Black, Spencer (D)	77	5727 Dogwood Pl., Madison 53705
Bock, Peter (D)	8	5323 W. Vliet St., Milwaukee 53208
Bolle, Dale J. (D)	2	10018 Reif Mills Rd., Whitelaw 54247
Boyle, Frank (D)	73	R. 1, Box 175, Superior 54880
Bradley, Gordon P. (R)	56	2644 Elo Rd., Oshkosh 54901
Brancel, Ben (R)	42	R. 1, Box 229, Endeavor 53930
Brandemuehl, David A. (R)	49	R. 2, Box 64, Fennimore 53809
Buettner, Carol A. (R)	54	232 Fulton Ave., Oshkosh 54901
Byers, Francis R. (R)	40	P.O. Box 495, Marion 54950
Carpenter, Timothy W. (D)	20	3660 S. 20th Pl., Milwaukee 53221
Clarenbach, David E. (D)	78	454 Sidney St., Madison 53703
Coggs, G. Spencer (D)	16	3732 N. 40th St., Milwaukee 53216
Coggs, Marcia P. (D)	18	2351 N. Richards St., Milwaukee 53212
Coleman, Charles W. (R)	43	N2430 Krahn Dr., R. 3, Town of Richmond, Whitewater 53190
Cowles, Robert L., III (R)	6	1586 Amy St., Green Bay 54302
Deininger, David G. (R)	47	2116 11th St., Monroe 53566
Farrow, Margaret A. (R)	99	14905 Watertown Plank Rd., Elm Grove 53122
Fergus, Scott (D)	61	2142½ Clarence Ave., Racine 53405
Fortis, Louis G. (D)	11	2123 W. Kendall Ave., Glendale 53209
Foti, Steven M. (R)	33	842 Dante Dr., Oconomowoc 53066
Goetsch, Robert G. (R)	39	R. 1, Box 174, Juneau 53039
Grobschmidt, Richard (D)	21	1513 Mackinac Ave., So. Milwaukee 53172
Gronemus, Barbara (D)	91	1634 West St., Whitehall 54773
Gruszynski, Stan (D)	71	2272 Stanley St., Stevens Point 54481
Hamilton, Leo Richard (D)	67	1008 W. Spruce St., Chippewa Falls 54729
Hasenohri, Donald W. (D)	70	9516 Bluff Dr., Pittsville 54466
Hauke, Thomas A. (D)	23	1133 S. 122nd St., West Allis 53214
Holperin, James C. (D)	34	P.O. Box 1256, Eagle River 54521
Holschbach, Vernon W. (D)	25	1313 S. 11th St., Manitowoc 54220
Hubler, Mary (D)	75	P.O. Box 544, Rice Lake 54868
Huelsman, Joanne B. (R)	31	600 Larry Ct., Waukesha 53186
Johnsrud, DuWayne (R)	96	R. 1, Box 91A, Eastman 54626
Krug, Shirley (D)	15	6105 W. Hope Ave., Milwaukee 53216
Krusick, Margaret (D)	24	6832 W. Morgan, Milwaukee 53220
Kunicki, Walter J. (D)	9	1550 S. 4th St., Milwaukee 53204
Ladwig, E. James (R)	63	4616 Marcia Dr., Racine 53405
Larson, Robert J. (R)	87	228 E. Broadway, Medford 54451
Lepak, David J. (R)	83	S70 W14852 Cornell Cir., Muskego 53150
Lewis, Margaret S. (R)	38	1038 Meadowood Ln., Jefferson 53549
Lewis, Mark D. (D)	93	1509 S. Farwell, Eau Claire 54701
Linton, Barbara J. (D)	74	Box 299, Highbridge 54846
Loftus, Thomas A. (D)	46	1210 Columbus St., Sun Prairie 53590
Looby, Joseph L. (D)	68	1529 Howard Ave., Eau Claire 54703
Magnuson, Sue R. (D)	48	504 Grandwood Ct., Madison 53714

Madison Mailing Address
P.O. Box 8952
Madison, WI 53708 (if member's last name begins with "A" to "K")

P.O. Box 8953
Madison, WI 53708 (if member's last name begins with "L" to "Z")

Members of the 1987 Wisconsin Assembly (continued)
(Two-year term)

Member	Assembly District	Address
Matty, Richard P. (R)	88	965 N. St. Paul Rd., Crivitz 54114
McEssy, Earl F. (R)	52	361 Forest Ave., Fond du Lac 54935
Medinger, John D. (D)	95	1809 S. 16th St., La Crosse 54601
Merkt, John L. (R)	58	10501 N. O'Connell Ln., Mequon 53092
Musser, Terry M. (R)	92	R. 1, Box 98, Black River Falls 54615
Nelsen, Betty Jo (R)	10	2640 E. Newton Ave., Shorewood 53211
Neubauer, Jeffrey A. (D)	62	111 11th St., Racine 53403
Notestein, Barbara (D)	12	3459 N. Bremen St., Milwaukee 53212
Ott, Alvin R. (R)	3	N8855 Church St., P.O. Box 112, Forest Junction 54123
Ourada, Thomas D. (R)	35	712 4th Ave., Antigo 54409
Panzer, Mary E. (R)	53	635 Tamarack Dr., W., West Bend 53095
Paulson, David E. (R)	28	R. 4, Box 75, Amery 54001
Porter, Cloyd A. (R)	66	28322 Durand Ave., Burlington 53105
Potter, Calvin (D)	26	808 Green Tree Rd., Kohler 53044
Prosser, David T., Jr. (R)	57	2904 N. Meade St., No. 3, Appleton 54911
Radtke, Randall (R)	37	310 E. Washington St., Lake Mills 53551
Roberts, Virgil (D)	94	308 Park Ln., Holmen 54636
Robinson, John H. (D)	85	415 Kolter St., Wausau 54401
Rosenzweig, Peggy A. (R)	98	6236 Upper Pkwy. N., Wauwatosa 53213
Rutkowski, James A. (D)	82	11335 W. Woodside Dr., Hales Corners 53130
Schmidt, Gary J. (R)	5	1424 Hillcrest Dr., Kaukauna 54130
Schneider, Marlin D. (D)	72	3820 Southbrook Ln., Wis. Rapids 54494
Schneiders, Lolita (R)	97	N89 W17151 Highland Ct., Menomonee Falls 53051
Schober, John C. (R)	84	15525 W. National Ave., P.TO. Box 65, New Berlin 53151
Schultz, Dale W. (R)	50	Box 8A, Hillpoint 53937
Seery, Thomas (D)	13	6300 N. 101st St., Milwaukee 53225
Shoemaker, Richard A. (D)	29	2805 Crestview Rd., Menomonie 54751
Swoboda, Lary J. (D)	1	R. 1, Box 268, Luxemburg 54217
Tesmer, Louise M. (D)	19	2338 E. Ohio Ave., Milwaukee 53207
Thompson, Robert M. (D)	80	R. 1, Box 300, Poynette 53955
Travis, David M. (D)	81	4229 Mandrake Rd., Madison 53704
Tregoning, Joseph E. (R)	51	W. Oates St., Shullsburg 53586
Turba, Wilfrid J. (R)	27	R. 2, Box 106, Elkhart Lake 53020
Vanderperren, Cletus (D)	89	R. 16, Co. Trunk C, Green Bay 54303
Van Dreel, Mary Lou E. (D)	90	2825 Otto Ct., Green Bay 54303
Van Gorden, Heron A. (R)	69	7 Huron St., Neillsville 54456
Vergeront, Susan B. (R)	60	390 Vista View Dr., Cedarburg 53012
Volk, John (D)	36	R. 1, Wabeno 54566
Walling, Esther, K. (R)	55	1225 Kluck St., Neenah 54956
Weeden, Timothy (R)	45	2024 Bootmaker Dr., Beloit 53511
Welch, Robert T. (R)	41	R. 1, 24th Rd., Redgranite 54970
Williams, Annette (D)	17	3237 N. 14th St., Milwaukee 53206
Wimmer, Joseph E. (R)	32	1020 Downing Dr., Waukesha 53186
Wineke, Joseph S. (D)	79	115 Edward St., Verona 53593
Wood, Wayne W. (D)	44	2429 Rockport Rd., Janesville 53545
York, Dwight (R)	59	R. 1, Box 115, Lomira 53048
Young, Rebecca (D)	76	639 Crandall St., Madison 53711
Zeuske, Cathy S. (R)	4	120 S. Sawyer, Shawano 54166
Zweck, Brad (D)	86	7720 Alderson St., Schofield 54476

Madison Mailing Address
P.O. Box 8952
Madison, WI 53708 (if member's last name begins with "A" to "K")

P.O. Box 8953
Madison, WI 53708 (if member's last name begins with "L" to "Z")

State Officers

Officer	Address
Governor Tommy G. Thompson (R)	P.O. Box 7863, Madison 53707
Lt. Governor Scott McCallum (R)	22 East, State Capitol, Madison 53702
Secretary of State Douglas LaFollette (D)	P.O. Box 7848, Madison 53707
State Treasurer Charles P. Smith (D)	P.O. Box 7841, Madison 53707
Attorney General Donald J. Hanaway (R)	P.O. Box 7857, Madison 53707
State Superintendent of Public Instruction Herbert J. Grover	P.O. Box 7841, Madison 53707

*Addendum to the 1987 Directory of the Wisconsin Legislative and Congressional Districts**

Senate

Carol A. Buettner (R), 232 Fulton Ave., Oshkosh 54901, has been elected to represent the 18th Senate District, which was vacated by Scott McCallum, who was elected lieutenant governor.

Charles J. Chvala's (D) new address is 304 Parkwood Ln., No. 4, Madison 53714.

Robert L. Cowles, III (R), 1586 Amy St., Green Bay 54302, has been elected to represent the 2nd Senate District, which was vacated by Donald J. Hanaway when he was elected attorney general.

Fred A. Risser's (D) new address is 5008 Risser Rd., Madison 53705.

Donald K. Stitt's (R) new address is 3682 Norport Dr., Port Washington 53074.

Barbara Ulichny's (D) new address is 3063 N. Murray Ave., Milwaukee 53211.

Timothy Weeden (R), 2024 Bootmaker Dr., Beloit 53511, has been elected to represent the 15th Senate District, which became vacant when Timothy F. Cullen was appointed secretary of health and social services.

Assembly

John Gard (R), 317½ Main St., Lena 54139, has been elected to represent the 88th Assembly District, which became vacant when Richard P. Matty (R) was appointed administrator of the division of tourism.

Otto Junkerman (R), 1301 Garland St., Green Bay 54301, has been elected to represent the 6th Assembly District.

Margaret S. Lewis' (R) new address is 332 E. Linden Dr., Jefferson 53549.

Judy Robson (D), 2411 E. Ridge Rd., Beloit 53511, has been elected to represent the 45th Assembly District, which became vacant when Timothy Weeden was elected to the State Senate.

Gregg Underheim (R), 623 E. Irving St., Oshkosh 54901, has been elected to represent the 54th Assembly District, which became vacant when Carol Buettner was elected to the State Senate.

*Addendum published December 1987 by the Wisconsin Taxpayers Alliance (reprinted with permission).

Updates and Revisions 19

Update Request
Suggestions for Revisions

Update Request

Please send an update for: *Business Education Resource Guide*

Name: _____

School: _____

Address: _____

_____

I received the supplement _____
Month Year

Date of the latest revision included in my supplement _____
Month Year

Send update request to: Linda C. Abram
Joan W. Blank
Supervisors of Business Education
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841

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Joan W. Blank
Supervisors of Business Education
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841

Suggestions for Revisions

Business Education Resource Guide

Use the space below to indicate any revisions, additions, or deletions you feel will improve the usefulness of this guide.

Page:

Section:

Send to: Linda C. Abram
Joan W. Blank
Supervisors of Business Education
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841